DOCUMENT RESUME

ED 154 126 CE 014 958

AUTHOR	Grimes, Daniel B., Ed.; And Others
TITLE	Career Awareness/Exploration Curriculum Kit. Grades 4-8. Program Five.
INSTITUTION	Marion County Intermediate Education District, Salem, Oreg.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
PUB DATE	[77]
GRANT	24-000-161
NOTE	98p.; Some pages may reproduce poorly due to colored paper; For related documents see CE 014 951-960 and CE 014 942
AVAILABLE FROM	Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 ($49.95 for each K-3 and 4-8 set)
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Education; Course Objectives; Curriculum Guides; Indexes (Locaters); Intermediate Grades; Junior High Schools; *Learning Activities; *Mental Development; *Occupations; Performance Criteria; *Physical Development; Resource Materials; *Role Perception

ABSTRACT

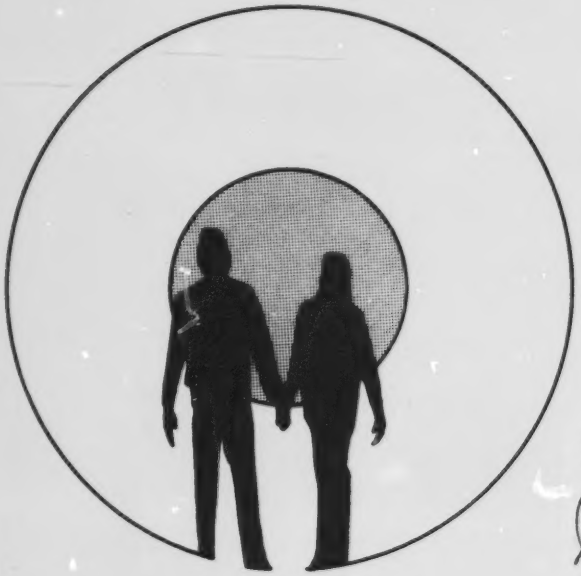
Designed for integration into existing school curriculum, this is the fifth in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The students will develop physical and mental skills related to occupational roles." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154126

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Daniel B. Grimes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

CE 014 957

The Career Awareness/Exploration Curriculum Kit was developed under the direction of the Career Development Team of the Oregon Department of Education.

The Career Awareness/Exploration Curriculum Kit is distributed by:

Continuing Education Publications
1633 S.W. Park Avenue
P.O. Box 1491
Portland, Oregon 97207

(503) 229-4843

ACKNOWLEDGEMENTS

The Career Awareness/Exploration Curriculum Kits (Grades 4-8) are the result of the generous and professional efforts of many persons.

The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

Duane Altig	Parkrose School District
Louis Cava	Parkrose School District
John Davies	Junction City School District
Sandra Ferrell	Portland School District
Dan Grimes.	Department of Education
Loretta Ness	Salem School District
Janice Olson	Grants Pass School District
Tom Williams	Department of Education
John Young	Springfield School District

Edited by Dan Grimes
Illustrations and Graphics were prepared by Inge Infante, Steve Sandstrom, and Dan Grimes.

This project was developed under contract for the Instruction Division-Career Education, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

IMPLEMENTATION HANDBOOK

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

CONTENTS

		Page
I.	FOREWORD	1
II.	PROJECT OVERVIEW	3
III.	Curriculum Kit Organization UNDERSTANDING A GOAL-BASED CURRICULUM	4
IV.	CLASSROOM IMPLEMENTATION/UTILIZATION	6

Developed by:

Dan Grimes, Oregon Department of Education
Duane Altig, Parkrose School District
Loretta Ness, Salem School District
John Young, Springfield School District
Louis Cava, Parkrose School District

FOREWORD

CAREER EDUCATION THE OREGON WAY

--is one of the dynamic forces in Oregon's schools.

--is for all students and includes all occupations.

--enriches the total curriculum.

--helps students identify the relationship between their school experiences and what they need to meet the challenges of life.

--is the delivery system which helps students develop the competencies needed to function in the producer life role.

--happens most effectively when basic career concepts are used throughout the entire school program.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs which lead to long-range planning, local community and citizen involvement.

--provides students with the necessary skills and self-confidence which will enable them to cope with their life roles.

Career education is an integral part of the total educational program. Each person functions in several roles in his or her lifetime. Career education focuses on the producer role, providing career awareness, exploration, preparation, specialization and support for the other life roles.

CAREER AWARENESS promotes learning about careers and the changing world of work, kindergarten through adulthood. Students are encouraged to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner and consumer. Through career awareness, students will:

Gain knowledge of many occupational careers available.

Develop awareness of self in relation to occupational areas.

Develop wholesome attitudes toward work and society.

Learn to respect and appreciate workers in all fields.

Make some tentative choices of career clusters to explore during middle school years.

CAREER EXPLORATION can begin as early as 4th grade, is emphasized in grades 7-10, and continues through adulthood. Career exploration encourages students to explore the world of work through the experience of activities related to specific careers. Through career exploration, students will:

Determine interests, abilities and aptitudes.

Explore and try some of the key occupational areas.

Become familiar with occupational career "clusters"* or "families" of occupations.

Develop an awareness of the processes involved in decision-making.

Make meaningful decisions.

By the end of the 10th grade, make a tentative career choice and a plan for further study.

*A "cluster" is a group of occupations that have similar skills and knowledge.

PROJECT OVERVIEW

Many school districts throughout the State of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The 4-8 Career Awareness/ Exploration Curriculum Kit is designed to meet that need.

The Kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

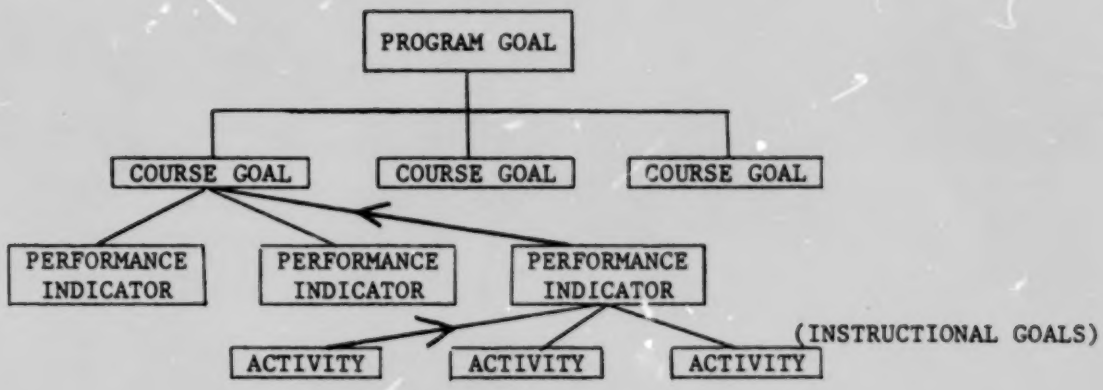
The curriculum materials were developed by a team of six writers from throughout the State during the summer of 1976.

Field testing of the materials was begun in October, 1975, and concluded June 1, 1976. Eighty-five teachers selected from twenty field testing sites around the State participated, involving 2100 students in grades 4-8.

From the results of the field testing, the team worked on revising the Kit. The reprinting and marketing of the product will commence in October, 1976.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum:



A. One activity meets one course goal.

B. One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to

indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The instructional goal is the actual activity in which the student participates in order to accomplish the performance level indicated by the performance indicator or determined by the instructor.

The entire system is a hierarchy by which the teacher can assess through actual classroom activities the final outcome of their efforts.

Within this package, the teacher may select a single activity and, by the completion of this activity, the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will, however, be necessary for the teacher to present a minimum of one activity from each course goal in order to meet the minimum expectations of the program goal.

CLASSROOM IMPLEMENTATION/UTILIZATION

These materials are designed to be used by classroom teachers in grades 4-8. It is hoped that teachers will alter or adapt the activities to suit their own classroom needs and the needs of their students. It is for this reason that the grade levels, size or grouping, subjects, times, etc. listed on each activity are only suggestions. It is hoped that the activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

Most of the activities require students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Often skills and concepts contained in an activity can or should be done more than one time with a given group of students, especially communication or decision-making skills such as rank-ordering or group decision-making. In some cases, it is desirable for an activity to be used more than one time or repeated at different grade levels, either in the original or an altered form.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged for by contacting Dan Grimes, Career Education Specialist, State Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone: 378-3597.

Awareness/Exploratory Curriculum Kit

Index

Developed by:

Career Awareness/Exploration
Writing Team

CONTENTS

Page

*Activity and Skills Cross Referenced Checklist For Program Goal 1 (Kit #1) 1

*Activity and Skills Cross Referenced Checklist For Program Goal 2 (Kit #2) 2

*Activity and Skills Cross Referenced Checklist For Program Goal 3 (Kit #3) 3

*Activity and Skills Cross Referenced Checklist For Program Goal 4 (Kit #4) 4

*Activity and Skills Cross Referenced Checklist For Program Goal 5 (Kit #5) 6

**Program Goals Index

Index For Program Goal 1 (Kit #1) 7

Index For Program Goal 2 (Kit #2) 8

Index For Program Goal 3 (Kit #3) 9

Index For Program Goal 4 (Kit #4) 11

Index For Program Goal 5 (Kit #5) 13

*All Cross Referenced Checklists (One for each program goal) are included in each kit for the teachers' convenience in previewing the material.

**All Program Goals are included in each kit for the teachers' convenience in previewing the material.

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 1 Student will identify and develop attitudes about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
1.1.1.1	Worker Classification	4-5	X	X	X	X	X	X	X	X	X	
1.1.1.2	Data - People - Things	6-8	X	X	X	X	X	X	X	X	X	
1.1.1.3	Inquiry	4-8	X	X	X	X	X	X	X	X	X	
1.1.2.1	Needs Bingo	4-6						X				
1.1.2.2	Family Needs & Workers	6-8						X				
1.1.2.3	Community Needs	7-8		X			X	X				H.Ec
1.1.3.1	"Who Needs It?"	4-6	*	*	*	*	X	X	*	*	*	*Adaptable
1.1.3.2	Occupations Fulfill Societal Needs	6-8						X				
1.1.3.3.	Productive Work and Needs	7-8	*	*	*	*	*	X	*	*	*	"
1.2.1.1	Why People Work	4-5					X	X				
1.2.1.2	Parent Interviews	4-6					X	X			X	
1.2.1.3	Worker Interviews	6-8	X				X	X				
1.2.2.1	Observing Worker Attitudes	4-5					X		X			
1.2.2.2	Role-Playing Task Attitudes	4-6					X		X			
1.2.2.3	Working Conditions Survey	6-8					X		X			
1.2.3.1	Rank Order School Responsibilities	4-8					X					
1.2.3.2	Rating Work Habits	4-5					X		X			
1.2.3.3	Evaluating Personal Work Attitudes	4-8					X		X			
1.3.1.1	Job Card Relay	4-6					X	X				
1.3.1.2	Computer Question/Answer Activity	4-6					X					
1.3.1.3	Economic "Disaster" Project	6-8	X				X	X			X	Economics
1.3.2.1	Leisure Time Activity	4-6					X	X			X	
1.3.2.2	Colonizing A New Planet	4-8					X	X			X	
1.3.2.3	Shipwreck Activity	4-8					X	X				
1.3.3.1	Helping Hands	4-6						X				
1.3.3.2	Tracing A Product	4-6						X				Economics
1.3.3.3	Building A Community	4-8						X				Economics

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 2 Students will acquire knowledge about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
2.1.1.1	Providing Goods & Services for Teachers	4-8	X	*	*	*	*	X	*	*	X	*Adaptable
2.1.1.2	Producing a Marketable Product	4-8	X	*	*	*	*	X	*	*	X	"
2.1.1.3	Production, Consumption, Distribution Spelling Bee	7-8						X				
2.1.2.1	School Occupational Survey	4-6	*	*	*	*	*	X	*	*	*	"
2.1.2.2	Occupational Role Playing	4-6	X	X	X	X	X	X	X	X	X	
2.1.2.3	Observational Work Experience	7-8	X	X	X	X	X	X	X	X	X	
2.1.3.1	Active Participation in Economic Roles	4-5						X			X	
2.1.3.2	Economic Roles and the Identification of Workers	6-8		X	X			X				
2.1.3.3.	Marshmallow-Pick Production Game	7-8	*	*	*	*	*	X	*	*	*	*Adapt H.Ec.
2.2.1.1	Life Roles	4-6						X				
2.2.1.2	Personal Pie Graph	4-8	X					X				
2.2.1.3	Life Role Coat-of-Arms	4-8							X		X	
2.2.2.1	Effect of Business Closure	4-5						X	X			Economics
2.2.2.2	Supply and Demand Game	5-8	X					X				"
2.2.2.3	Wheat Market Game	6-8	X					X				"
2.2.3.1	Working Women	4-8	X					X				"
2.2.3.2	Discrimination Activity	4-8					X	X	X			
2.2.3.3	Youth and the Economy	6-8					X					"
2.3.1.1	Student Jobs in Schools	4-6						X				"
2.3.1.2	Field Trip: Work Observation	6-8					X	X				"
2.3.1.3	Community Training Sources	7-8						X				"
2.3.2.1	Job Training Interview	4-8					X	X				
2.3.2.2	Job Market Explanation	6-8					X	X				
2.3.2.3	High School Course Planning	7-8							X			
2.3.3.1	Job Pictures	4					X					
2.3.3.2	Equal Employment for Men & Women	4-6					X		X			
2.3.3.3	Job Qualifications	7-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 3 — Students will identify their individuality and continue to develop a relationship with occupational roles.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
3. 1.1.1	Identifying Worker Characteristics	4-6					X	X	X		X	
3. 1.1.2	Rank Ordering Student Characteristics	4-8	X	X	X	X	X	X	X	X	X	
3. 1.1.3	Value Situations	4-8	X	X	X	X	X	X	X	X	X	
3. 1.2.1	Personal Characteristics	4-6	X	X	X	X	X	X	X	X	X	
3. 1.2.2	Job Characteristics & Values	6-7			X			X	X			
3. 1.2.3	Personal Journal	6-8					X		X			
3. 1.3.1	Personal Characteristics Pantomine	4-6		X			X	X	X			
3. 1.3.2	"Self" Collage	4-8					X-	X	X		X	
3. 1.3.3.	Personal Values & Characteristics of Life Styles	7-8						X	X			Consmr Ed.
3. 2.1.1	Butterfly Construction	4-5					X				X	
3. 2.1.2	Worker Absenteeism	4-6					X					
3. 2.1.3	Effects of Absenteeism	7-8					X					
3. 2.2.1	Classroom City Government Organization	4-6					X	X				
3. 2.2.2	Interview Characteristics	6-8					X					
3. 2.2.3	Resource Speaker Interview	7-8					X					
3. 2.3.1	Holiday Assembly Line	4-6					X				X	
3. 2.3.2	Calendar Assembly Line	4-6									X	
3. 2.3.3	Discussing Repetitive and Non-repetitive Jobs	7-8					X					
3. 3.1.1	Job Skills & School Subjects	4-6	X	X	X	X	X	X	X	X	X	
3. 3.1.2	Ranking Jobs	6-8					X		X			
3. 3.1.3	Matching School Subjects With Jobs	6-8	X	X	X	X	X	X	X	X	X	
3. 3.2.1	Identifying Current Job Skills						X				X	
3. 3.2.2	Skill Demonstration	4-8				X						Industrial Ar
3. 3.2.3	Occupational Research & Challenge / Activity	6-8					X					
3. 3.3.1	Could This Be You?	4-6					X				X	
3. 3.3.2	Occupational Mobile	4-6					X				X	
3. 3.3.3	Creative Writing Activity	4-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4 Students will develop skills in decision-making, communicating, and creating, as related to world of work

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.1.1.1	Rank Ordering	4-8	X	X	X	X	X	X	X	X	X	
4.1.1.2	"Lost On The Moon"	5-8	X	X	X	X	X	X	X	X	X	
4.1.1.3	"Life Discovered on a Far Away Planet"	4-8	X	X	X	X	X	X	X	X	X	
4.1.2.1	"Decisions Decisions"	4-6	X	X	X	X	X	X	X	X	X	
4.1.2.2	Expert Decision-Makers	6-8	X	X	X	X	X	X	X	X	X	
4.1.2.3	Career Analysis	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.1	Identifying Tasks of Skilled and Unskilled Workers	4-6					X	X				
4.1.3.2	Education and Training for Entry Level Employment	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.3.	Forecasting for Employment	7-8	X	X	X	X	X	X	X	X	X	
4.2.1.1	Drawing Relay	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.2	Negotiations	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.3	"5 Square"	4-8	X	X	X	X	X	X	X	X	X	
4.2.2.1	"Happy Face"	4-6	X	X	X	X	X	X	X	X	X	
4.2.2.2	Communications Riddles	6-8	X	X	X	X	X	X	X	X	X	
4.2.2.3	Problems, Concerns & Conflicts in Communication	4-8	X	X	X	X	X	X	X	X	X	
4.2.3.1	Communications Collage	4-6	X	X	X	X	X	X	X	X	X	
4.2.3.2	Observation & Communication	4-8					X					
4.2.3.3	Observing Communications of People at Work	6-8					X	X				
4.3.1.1	Occupations Bulletin Board	4-6					X	X				
4.3.1.2	Dramatizing Work Decisions	6-8	*	*	*	*	X	X	*	*	*	*Adaptable
4.3.1.3	Gaining Information from Speakers	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.1	Role-Playing Value Conflicts	4-8	X	X	X	X	X	X	X	X	X	
4.3.2.2	"Win As Much As You Can"	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.3	"The Choice Is Yours"	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.1	Class Assignment: Decision-Making	4-8	X	X	X	X	X	X	X	X	X	
4.3.3.2	Career Decisions & Training	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.3	Career Decision Forecasts	8					X	X				

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.4.1.1	Creativity in Occupations	4-8	X	X	X	X	X	X	X	X	X	
4.41.2	Creativity in Community Occupations	6-8						X				
4.41.3	Identifying Creative Activities	6-8	X	X	X	X	X	X	X	X	X	
4.42.1	Creating in Clay	4-5						X			X	
4.42.2	Creativity in School Work	4-6	X	X	X	X	X	X	X	X	X	
4.42.3	Creativity in Group Work	4-8	X	X	X	X	X	X	X	X	X	
4.43.1	"An Interested Person in an Interesting Person"	4-8	X	X	X	X	X	X	X	X	X	
4.43.2	Individual Creative Expression	6-8	X								X	H.Ec.
4.43.3.	Creative Collages	4-8	X	X	X	X	X	X	X	X	X	

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 5 Students will develop physical and mental skills related to occupational roles

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
5.1.1.1	Interviewing for Classroom Jobs	4-6	X	X	X	X	X	X	X	X	X	
5.1.1.2	Choosing & Learning Tasks	4-8	X	X	X	X	X	X	X	X	X	
5.1.1.3	Occupational Task Relay	6-8	X	X	X	X	X	X	X	X	X	
5.1.2.1	4-Square	4-6		X		X		X				
5.1.2.2	Teamwork	4-6				X						Drama
5.1.2.3	Activities for Occupational Skills	6-8		X		X		X				
5.1.3.1	Relating Job Skills & Hobbies	4-6				X	X	X				
5.1.3.2	Handicapped	4-8	X	X	X	X	X	X	X	X	X	
5.1.3.3.	Planning for Job Skills	7-8		X				X				
5.2.1.1	Boat Building	4-5	X	X	X	X	X	X	X	X	X	
5.2.1.2	Identifying & Describing Tools	4-6					X	X				
5.2.1.3	Tool Rummy	4-8						X				
5.2.2.1	Identifying Worker Skills	4-8	X	X	X	X	X	X	X	X	X	
5.2.2.2	Occupational Tic Tac Toe	5-6	X	X	X	X	X	X	X	X	X	
5.2.2.3	"I Am A Tool"	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.1	Tool Collage	4-6	X	X	X	X	X	X	X	X	X	
5.2.3.2	Game Board Challenge	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.3	Tools & Human Activities	4-8						X				
5.3.1.1	Job Skills & School Subjects	4-5	X	X	X	X	X	X	X	X	X	
5.3.1.2	Job Skills Baseball	6-8	X	X	X	X	X	X	X	X	X	
5.3.1.3	Math Files	7-8	X									
5.3.2.1	Hearing, Seeing, Drawing	4-8	X	X	X	X	X	X	X	X	X	
5.3.2.2	Tele-Trainer Interviews	6-8					X	X	X			
5.3.2.3	Sell Your Home	6-8					X	X				
5.3.3.1	Home Jobs	4-6					X		X			
5.3.3.2	Simulated Interview	6-8					X					
5.3.3.3	Help Wanted Ads	7-8					X					

Program Goal

1. Student will identify and develop attitudes about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
1.1 Will move from an identification of workers to an understanding of work as a need of society.	1.1.1 Given an opportunity to observe, will be able to identify different types of workers.
	1.1.2 Given the opportunity to select workers within a career area of their choice, will be able to describe the contribution of each worker.
	1.1.3 Given the needs of American society, will be able to relate those needs to the productive work of workers within a career of the student's choice.
1.2 Will be able to identify attitudes of others within the world of work.	1.2.1 Given the opportunity to explore the concept of attitudes, will be able to identify attitudes that people have about work.
	1.2.2 Given the opportunity to observe workers, will be able to identify the attitudes of people at work.
	1.2.3 Given the opportunity to observe workers, will be able to identify how attitudes affect performance.
1.3 Will be able to recognize an individual's interdependence within the community.	1.3.1 Given an opportunity to describe the work of a member of the local community, can identify how this work related directly to the student.
	1.3.2 Given a list of workers in the community, will be able to identify how their work contributes to their own standard of living.
	1.3.3 Given the roles of workers, will be able to identify how the roles of workers within a community are interdependent.

Program Goal

2. Students will acquire knowledge about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
2.1 Will know the difference between production, distribution, and consumption.	2.1.1 Given the opportunity to participate in a classroom project, will be able to identify the roles of the producer, distributor, and consumer.
	2.1.2 Given the opportunity to visit a factory or business operation, will be able to identify occupations in each of the areas of production, consumption, and distribution.
	2.1.3 Given the opprotunity to participate in simulation games, will be able to identify and describe the differences in production, consumption, and distribution activities involved in the games.
2.2 Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.	2.2.1 Given the opportunity to participate in a role-playing activity, will be able to relate the importance of work upon their life roles.
	2.2.2 Given the necessary background about supply and demand, will be able to relate the impact of supply and demand on the various life roles.
	2.2.3 Given the opportunity for research, will be able to appraise the roles of a variety of minority groups within the American economy.
2.3 Will be able to understand the community as a resource for career development.	2.3.1 Given an opportunity to explore, will be able to identify the sources of career training.
	2.3.2 Given an opportunity to select a career of their choice, will describe how the community can be used to develop skills, etc., within the career area of their choice.
	2.3.3 Given the opportunity to explore, survey, and research, will be able to identify the necessity for equal opportunity employment.

Program Goal

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
3.1 Will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.	3.1.1 Given an opportunity to role play the parts of individuals in an economic activity will be able to identify the dominant personal characteristics of individuals whose role they play.
	3.1.2 Given case histories of three people, will be able to identify the personal characteristics that influenced their choice of a career.
	3.1.3 Given the opportunity for a small group discussion, will be able to relate how their personal characteristics may influence his/her tentative career plans.
3.2 Recognizes that different experiences may create different work habits and attitudes.	3.2.1 Given an example of attendance habits, will be able to relate the effect of absences in developing poor work habits.
	3.2.2 Given an example of school records, will be able to relate how an employer may view work habits and attitudes of a prospective employee.
	3.2.3 Given case studies of two people, one engaged in a repetitive and the other a non-repetitive job, will be able to describe how these experiences might influence work habits and attitudes.
3.3 Will be able to evaluate strengths, weaknesses and values as they apply to present occupational interests.	3.3.1 Given a list of jobs, will be able to identify those which are appropriate to their present level of training and experience.

Course Goals	Suggested Performance Indicators
3.3 (Continued)	The Student:
	3.3.2 Given an opportunity to choose jobs of interest to them, will be able to do the skills required of each job and relate their own strengths and weaknesses to the skill levels required of each job.
	3.3.3 After completion of a self-assessment or inventory, will be able to evaluate their qualities as they relate to the career area of their choice.

Program Goal

4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

Course Goals	Suggested Performance Indicator
The Student:	The Student:
4.1 Will be able to identify and participate in a decision-making process.	4.1.1 Given a project to complete, or a problem to solve, will be able to select the appropriate materials for completion of the project or problem.
	4.1.2 Given the steps in the decision-making process, will be able to apply the process to the selection of a career area for the purposes of exploration.
	4.1.3 Given the appropriate materials and knowledge, will be able to select a career area and identify the appropriate steps to complete the education and/or training necessary for entry level employment in the career area of their choice.
4.2 Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	4.2.1 Given a classroom task, will be able to successfully complete it in a variety of ways.
	4.2.2 Given an opportunity for a classroom discussion, will be able to recognize how communication skills influence an individual's work.
	4.2.3 Given an opportunity to participate in a work experience, will be able to identify the methods of communication used by employers and employees in completing work tasks.
4.3 Will be able to experience examples of decision-making in occupational roles.	4.3.1 Given a list of jobs, will be able to identify a job which involves decision-making and give examples of decisions which must be resolved in that job.
	4.3.2 Given a case study involving value-conflicts on the job, will be able to identify the decision-making necessary to resolve the conflicts.

Course Goals	Suggested Performance Indicator
The Student:	The Student:
4.3 (Continued)	4.3.3 Given the opportunity to select, will be able to choose a course of study at school which will lead to obtaining *skills necessary for the career* area of their choice.
4.4 Will understand that opportunities for creative expression exist in the world of work.	4.4.1 Given an opportunity to observe, will be able to identify the use of creativity in occupations.
	4.4.2 Given an opportunity to observe, will be able to recognize the need for creative expression in the performance of occupational roles.
	4.4.3 Given the opportunity to participate in activities, will be able to identify opportunities for creative expression in the world of work.

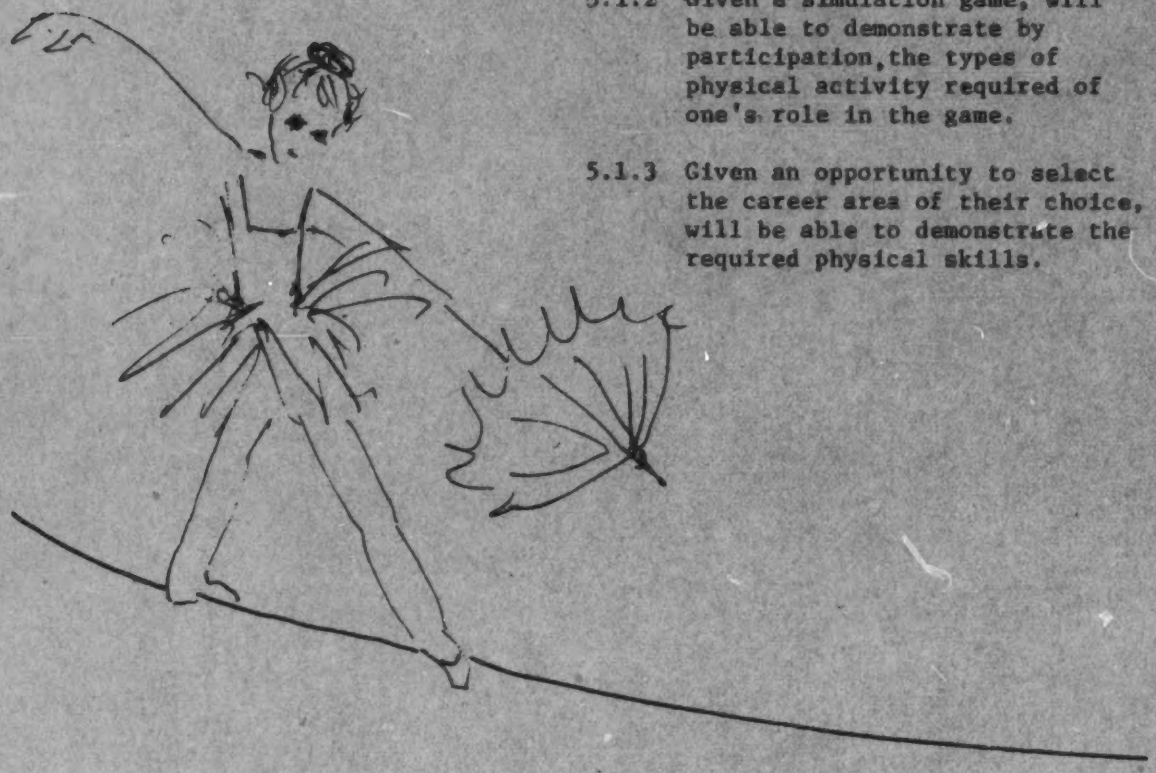
Program Goal

5. Students will develop physical and mental skills related to occupational roles.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
5.1 Will be able to demonstrate that occupations require degrees of physical movement.	5.1.1 Given a list of occupations and the necessary materials, will select one occupation and demonstrate the kind of work activity of that occupation.
	5.1.2 Given a simulation game, will be able to demonstrate by participation the types of physical activity required of one's role in the game.
	5.1.3 Given an opportunity to select the career area of their choice, will be able to demonstrate the required physical skills.
5.2 Will be able to understand tools as an extension of the body.	5.2.1 Given a selection of common tools, will be able to demonstrate proper usage.
	5.2.2 After identifying a variety of tools, will be able to describe the relationship between tools and needed skills in a variety of occupations.
	5.2.3 Given the opportunity to explore the concept of technology, will be able to relate the development and need for tools to increase the efficiency of human activities.
5.3 Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.	5.3.1 Given an opportunity to make a tentative career choice, will be able to relate occupational skills to classroom skills.
	5.3.2 Given a basic knowledge of communication skills, will be able to demonstrate the skills in a variety of job roles.
	5.3.3 Given the necessary instruction, will be able to successfully relate skills learned in the classroom to job seeking skills.

Program Goal 5. Students will develop physical and mental skills related to occupational roles.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
5.1 Will be able to demonstrate that occupations require degrees of physical movement.	5.1.1 Given a list of occupations and the necessary materials, will select one occupation and demonstrate the kind of work activity of that occupation.
	5.1.2 Given a simulation game, will be able to demonstrate by participation, the types of physical activity required of one's role in the game.
	5.1.3 Given an opportunity to select the career area of their choice, will be able to demonstrate the required physical skills.



Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.1

The student will be able to demonstrate that occupations require degrees of physical movement.

Suggested Performance Indicator 5.1.1

Given a list of occupations and the necessary materials, the student will be able to select one occupation and demonstrate the kind of work activity of that occupation.

Description of Activities

1. Interviewing For Classroom Jobs (4-6)
   Students will apply and interview for classroom jobs.

2. Choosing and Learning Tasks (4-8)
   Students will train themselves in a specific work task to provide assistance to workers within the school.

3. Occupational Task Relay (6-8)
   Students will run a relay where they will demonstrate the work activity of an occupation.

P. I. No. 5.1.1

Title: INTERVIEWING FOR CLASSROOM JOBS

Activity 1

Suggested Instructional Goal:

Given the necessary information and forms, the student will be able to apply for, interview for, and work at various classroom jobs.

Grade Level:
4-6

Subject Matter Area:
All areas

Time:
Varies; on-going throughout the year.

Number of Students:
Individual students (Attempt to involve all students during school year.)

Materials:
Varies according to classroom job.
Job applications.

Procedures:

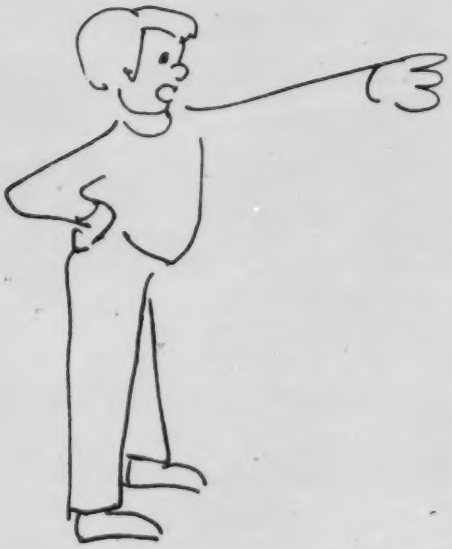
1. The teacher will identify and list various classroom jobs.
2. Individual students will fill out an application and interview (with the teacher) for the job of their choice.
3. Individual students will work at their job for one month. Each student evaluates their work with the teacher each week.
4. Each month re-open each position and repeat the process.

Source: Sandy Farrell
John Young

(SAMPLE)

CLASSROOM JOBS

1. Dust Removal Specialist
2. Book Arranger
3. Coat Closet Superintendent
4. Sink Specialist
5. Floor Environment Controller
6. Plant and Flower Maintenance Specialist
7. Quality Control Person
8. Coordinator of Classroom Jobs
9. Paper Processor
10. Etc.



SPECIAL REQUIREMENTS

Quality Control Person

Must have previously held at least one of the following positions:

Dust Removal Specialist

Sink Specialist

Floor Environment Controller

Coordinator of Classroom Jobs

Must have previously held at least two other positions or have experience as a Quality Control Person.

(SAMPLE)

APPLICATION FORM

1. Application for _____ position.

2. Name _____ Age _____

3. Schools attended _____

_____

_____

_____

_____

4. Work Experience _____

_____

_____

_____

_____

5. Why would you like to have the job? _____

_____

_____

_____

_____

_____

_____

_____

P.I. No. 5.1.1

Title: CHOOSING AND LEARNING TASK

Activity 2

Suggested Instructional Goal:

Given the opportunity to identify tasks performed by workers within the school, the student will be able to select and learn a worker's task to perform, assisting the school worker.

Grade Level:

4-8

Subject Matter Area:

All Areas

Time:

Students will use their own time to learn a work task.

Number of Students:

Total class or small groups

Materials:

None

Procedures:

1. The class will list the jobs within the school.
2. In groups of three to five, students will identify the major tasks of each worker; e.g., custodian-carrying boxes, mowing lawn, mopping floors, etc.
3. The groups will share their lists and compile a master list for each job.
4. Each student will select and learn a worker's task.
5. The student will perform the selected work task assisting the school worker.

Source: John Young
Sandy Farrell

P. I. No. 5.1.1

Title: OCCUPATIONAL TASK RELAY

Activity 3

Suggested Instructional Goal:

Having participated in a relay of occupational activities, the student will demonstrate the ability to perform the work activities needed in that occupation.

Grade Level:

6-8

Subject Matter Area:

All Areas

Time:

One 45-minute period or longer.

Number of Students:

Total Class

Materials:

Depending on the activity of the relay.
For example, give 1 number and 1 board to each team and a nail to each student.

Procedures:

1. The class will divide into relay teams.
2. The relay will be played using regular relay rules.
3. The students will run to the front of the class and perform a predetermined activity from an occupation.
4. To develop a skill for carpentry, the activity may be to run to the front of the room, pound a nail into a board, turn the board over, pound the nail back through the board and take it out. (Each team would perform the same task.)
5. Be sure the room has been cleared of obstacles and there is ample room for movement.

Source: Janice Olson

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.1

The student will be able to demonstrate that occupations require degrees of physical movement.

Suggested Performance Indicator 5.1.2

Given a simulation game, the student will be able to demonstrate by participation, the types of physical activity required of one's role in that game.

Description of Activities

1. 4 Square (4-6)
   The students will play a game of 4-square, identify the parts of the body used while playing, and the jobs that use the same parts of the body.

2. Teamwork (4-6)
   The students will become aware of teamwork and improve their contribution to sports activities through the use of drills.

3. Activities for Occupational Skills (6-8)
   The students will develop an activity that will perfect the physical skills needed for a specific occupation.

P. I. No. 5.1.2

Title: 4-SQUARE

Activity 1

Suggested Instructional Goal:

After participating in a game of 4-Square, the student will be able to identify the jobs that require comparable physical development as the game.

Grade Level:

4-6

Subject Matter Area:

P.E., Health, Social Studies

Time:

One 45-minute period.

Number of Students:

Total Class

Materials:

One or more red balls for 4-Square

Procedures:

1. The class will play 4-Square.
2. When they return to the room, the students will discuss the movements they made while in the game.
3. They will identify the parts of the body the movements have helped to build.
4. The students will identify what jobs require the same physical development as the game of 4-square.

Source: Sandy Farrell
Janice Olson

DIRECTIONS FOR 4-SQUARE

Players enter here and advance from 4-1

4	1
3	2

Needed: Inflated playground ball

Objective: To reach square #1 and remain there

1. There will be one student to each square.
2. The person in square #1, the server, will bounce the ball to another square by the person in that square.
3. If any person fails to return the ball to another square, he is out and moves to the end of the line.
4. Players move from square #4 to #1 at which time the player in square #1 becomes the server.

P. I. No. 5.1.2

Title: TEAM WORK

Activity 2

Suggested Instructional Goal:

Given the opportunity to identify sports occupations and participate in the physical movements required of the sports occupations, the student will be able to identify the occupations which require team work.

Grade Level:

4-6

Subject Matter Area:

P.E., Drama

Time:

Several 45-minute class periods

Number of Students:

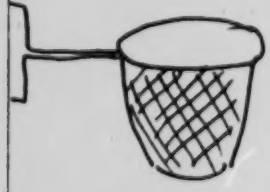
Total Class

Materials:

Varies according to activity

Procedures:

1. Students will identify different sports occupations and the types of physical activities needed for each.
2. Throughout the year, the teacher will introduce a sport and its physical activities to students through the use of drills.
3. The class will discuss the use of teamwork and helping team members improve the activities in which they are least proficient.
4. Students will identify the occupations that require teamwork.
5. Suggested activities enclosed.



Source: Sandy Farrell
John Young

PARTIAL LISTING OF ACTIVITIES

Soccer/Hockey

Passing

Dribbling

Shooting

Running

Use of body (soccer)

Basketball

Passing

Dribbling

Shooting

Running

Football

Passing

Running

Blocking

Kicking

Catching

Softball

Pitching

Throwing

Running

Batting

Catching

Volleyball/Newcomb

Serving

Spiking

Setting-up

Throwing (Newcomb)

Tennis

Hitting

Running

Serving

Footwork

P. I. No. 5.1.2

Title: ACTIVITIES FOR OCCUPATIONAL SKILLS

Activity 3

Suggested Instructional Goal:

Given an opportunity to observe workers in an occupation, the students will be able to develop an activity to perfect the physical skills needed by a worker in that occupation.

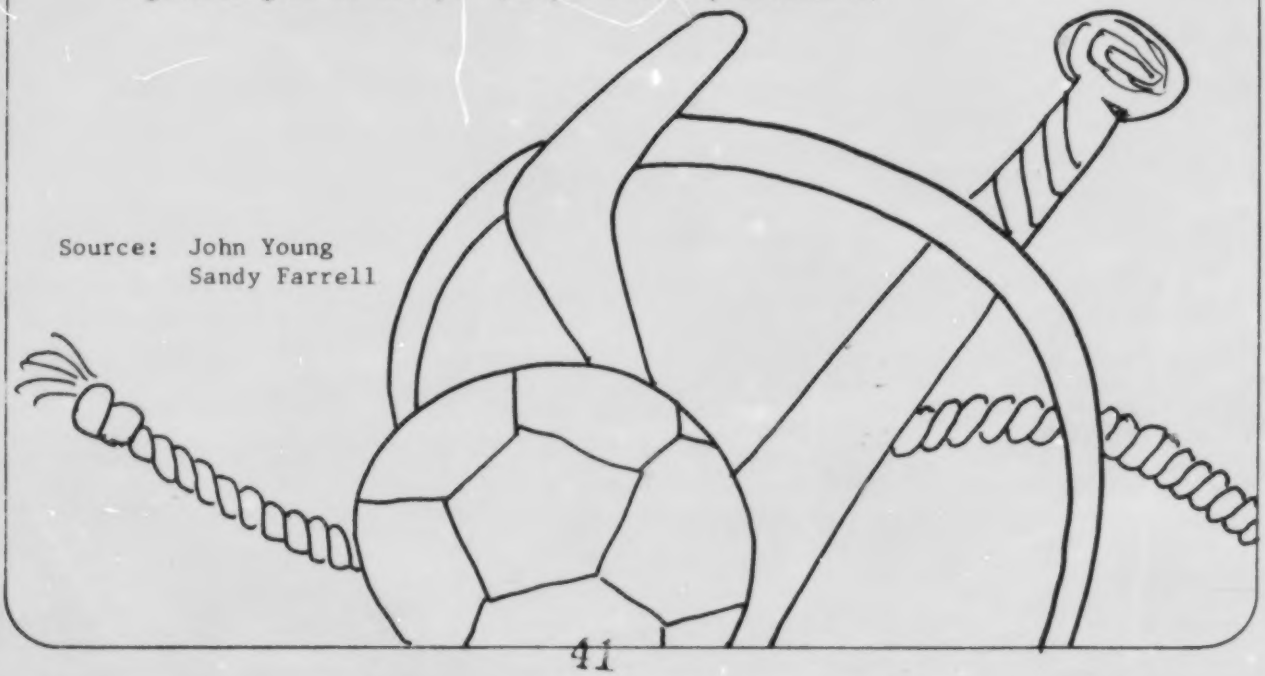
Grade Level:	Subject Matter Area:	Time:
6-8	P.E., Social Studies, Health	Open

Number of Students:	Materials:
Total Class	Balls, bats, Indian clubs, ropes, hula hoops, etc.

Procedures:

1. Each student will observe an occupation.
2. Each student will identify the types of movement of the workers in that occupation.
3. Each student will develop an activity that will perfect the physical skills needed by a person who is interested in that occupation.
4. This may be done through a series of activities, exercises, or an organized game or relay. (Sample activity enclosed.)

Source: John Young
Sandy Farrell



P. I. No. 5.1.2

Title: ACTIVITIES FOR OCCUPATIONAL SKILLS

Activity 3

Procedures Continued:

Occupation: Box Boy

Movements: Running, packing bags, carrying, stocking shelves

Relay Activity

1. Student #1 will run to point A and put the articles for the table into a sack.
2. He will run to point B with the full sack, place the sack on the floor and empty the contents onto the floor, then place them, one at a time, onto the table.
3. He will then return to the end of the line.
4. Student #2 will run to point B, place the articles from the table into a sack.
5. He will run to point A with the full sack, place the sack on the floor and empty the contents onto the floor, then place them, one at a time, onto the table.
6. He will then return to the end of the line.
7. Repeat steps 1 through 6.

Suggestion: The teacher may wish to vary this activity by:

1. having student wear an apron
2. properly placing items in the sack
3. constructing an interesting display from the contents of the sack.

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.1

The student will be able to demonstrate that occupations require degrees of physical movement.

Suggested Performance Indicator 5.1.3

Given an opportunity to select a career area of his choice, the student will be able to demonstrate the necessary physical skills required.

Description of Activities

1. Relating Job Skills and Hobbies (4-6)
   Students will demonstrate the physical skills necessary to perform a leisure activity and identify occupations that also utilize those skills.

2. Handicapped (4-8)
   Students will participate in a physical skill related to an occupation while simulating a physical handicap.

3. Planning for Job Skills (7-8)
   Students will develop plans for obtaining the physical skills for an occupational choice.

P. I. No. 5.1.3

Title: RELATING JOB SKILLS AND HOBBIES

Activity 1

Suggested Instructional Goal:

Given the opportunity to discuss his or her hobby and demonstrate the skills needed to accomplish it, the student will be able to identify occupations requiring the same physical skills.

Grade Level:

4-6

Subject Matter Area:

P.E., Language Arts, Social Studies

Time:

Ten 45-minute class periods (3 demonstrations per class period.

Number of Students:

Total class

Materials:

None

Procedures:

1. The students will discuss their uses of leisure time through hobbies, sports, favorite activities, etc.
2. The students will demonstrate to the class the process used to participate in these leisure-time activities.
3. Some of the activities may require physical ability, some eye-hand coordination, etc.
4. Each student will then list some occupations that require the same physical skills as that which they are demonstrating.

Source: Sandy Farrell
John Young

P. I. No. 5.1.3

Title: HANDICAPPED

Activity 2

Suggested Instructional Goal:

Given an occupational task and a simulated physical handicap, the students will be able to orally describe their feelings about attempting a physical task while being "handicapped."

Grade Level:

4-8

Subject Matter Area:

All Areas

Time:

One 45-minute class period

Number of Students:

Total Class

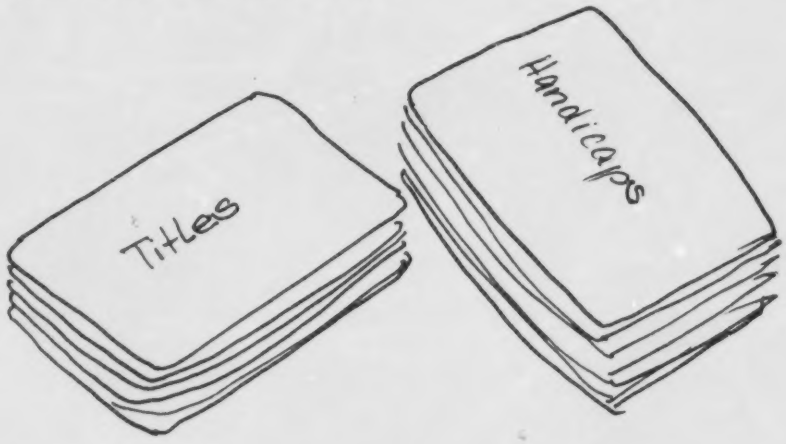
Materials:

Deck of cards containing occupational titles
Deck of cards containing simulated physical handicaps

Procedures:

1. Each student will draw a card from the "occupation" card deck and identify the tasks of that occupation.
2. The student will then list the physical skills required to complete the task of that occupation.
3. The student will draw a card from the physical handicap deck of cards.
4. Each student will attempt to complete the occupational tasks while being "handicapped."
5. Students will describe orally to the class their feelings about performing the tasks while being "handicapped."

Source: Janice Olsen
John Young



P. I. No. 5.1.3

Title: HANDICAPPED

Activity 2

Procedures Continued:

SUGGESTED SIMULATED

"PHYSICAL HANDICAPS" CARD DECK

(To be put on colored tagboard cards)

Blindfolded

Ears plugged

One hand tied behind back

Without talking

Without bending elbows

Without bending knees

Unable to walk

Unable to stand up

Unable to bend back

Unable to sit down

Etc.

P. I. No. 5.1.3

Title: HANDICAPPED

Activity 2

Procedures Continued:

(SAMPLE)

"OCCUPATIONS" CARD DECK

(To be placed on colored tagboard cards)

Fire fighter

Nurse

Teacher

Secretary

Logger

Police officer

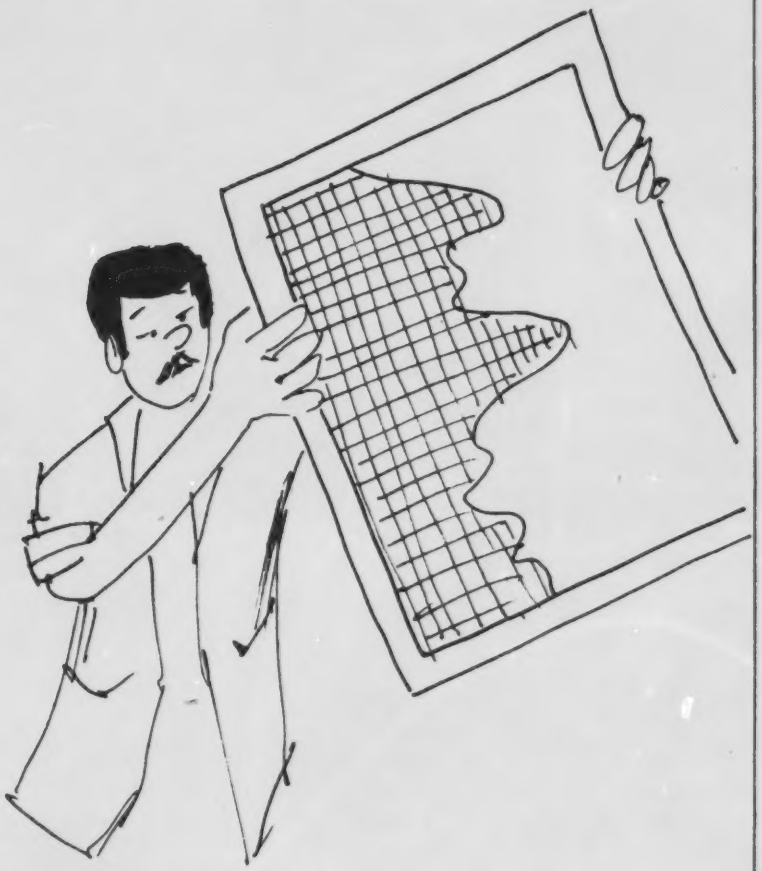
Artist

Musician

Carpenter

Bank teller

Etc.



P.I. No. 5.1.3

Title: PLANNING FOR JOB SKILLS

Activity 3

Suggested Instructional Goal:

Given the opportunity to identify the necessary physical skills for his or her occupational choice, the student will be able to describe a plan for developing proficiency for the skills in his or her interest area.

Grade Level:

7-8

Subject Matter Area:

Social Studies, Health

Time:

Three 45-minute class periods.

Number of Students:

Total class

Materials:

None

Procedures:

1. The class will divide into groups according to their occupational interests. (Jobs should be in related fields.)

2. Each group will discuss and agree upon the specific physical skills that are necessary for the occupations represented.

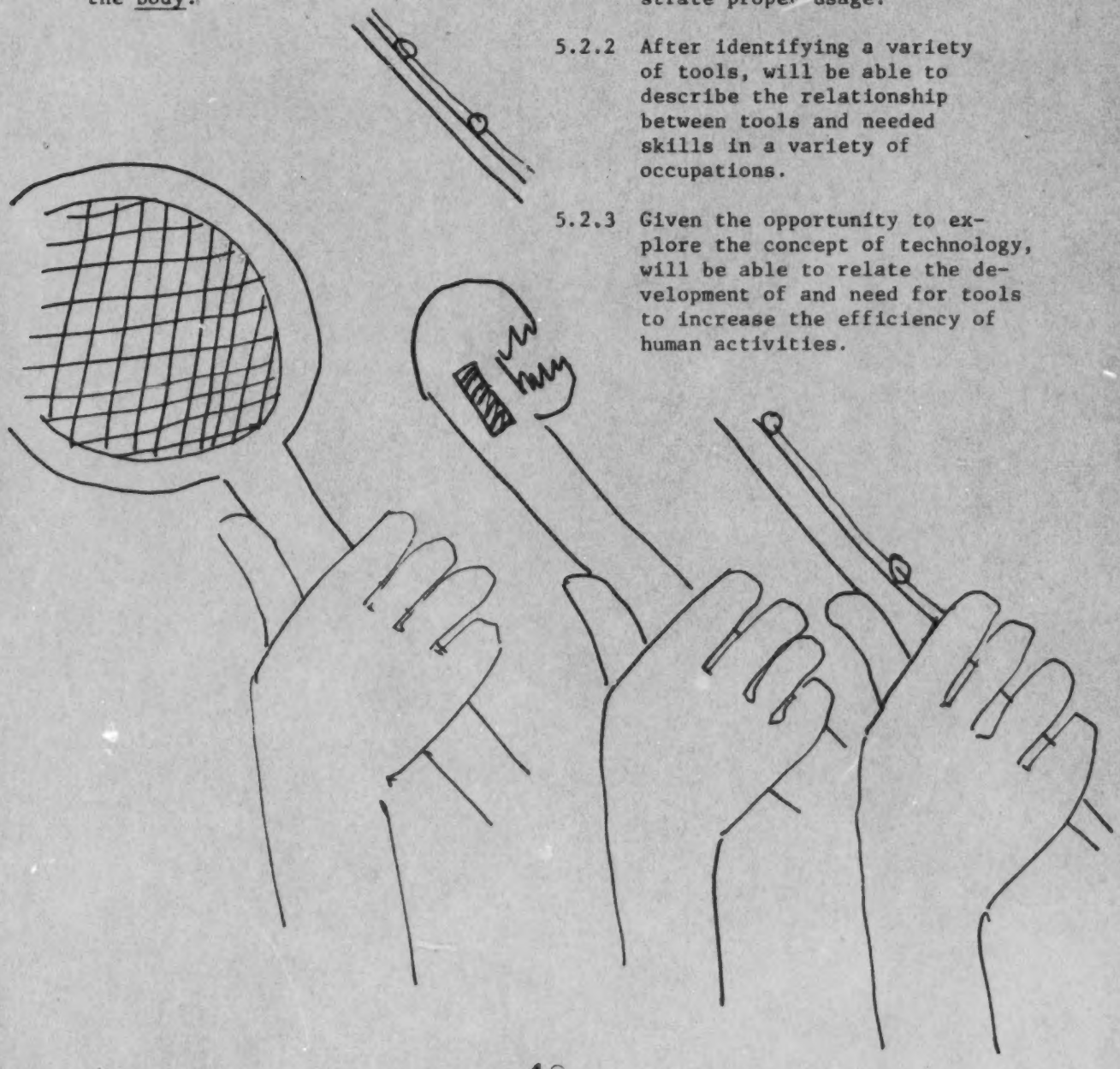
3. The members of the group will discuss the possible means for obtaining the skills that the group has decided are necessary for their "family" of similar jobs.

4. When all the members have mastered an understanding of the skills, they will describe an effective plan for developing proficiency in the identified skills.

Source: Sandy Farrell
John Young

Program Goal 5. Students will develop physical and mental skills related to occupational roles.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	
5.2 Will be able to understand tools as an extension of the body.	5.2.1 Given a selection of common tools, will be able to demonstrate proper usage. 5.2.2 After identifying a variety of tools, will be able to describe the relationship between tools and needed skills in a variety of occupations. 5.2.3 Given the opportunity to explore the concept of technology, will be able to relate the development of and need for tools to increase the efficiency of human activities.



Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.2

The student will be able to understand tools as an extension of the human body.

Suggested Performance Indicator 5.2.1

Given a selection of common tools the student will be able to demonstrate proper usage.

Description of Activities

1. Board Building (4-5)
   In this activity students will have an opportunity to build a wooden board using a pattern and a wooden boat using their own design.

2. Identifying and Describing Tools (4-6)
   In this activity the student selects tools for display and writes a paragraph for each tool describing how it is used. In a group activity paragraphs are read and the student has a limited amount of time to select the tool matching the description read.

3. Tool Rummy (4-8)
   Using card game rules similar to rummy, the students may play one or two different card games in which they are able to match tools and the usage of the tools.

P. I. No. 5.2.1

Title: BOAT BUILDING

Activity 1

Suggested Instructional Goal:

Given the opportunity to work with wood and tools, the student will construct a boat from a pattern and a boat using his own design.

Grade Level:

4-5

Subject Matter Area:

All Areas

Time:

Three to five 45-minute periods.

Number of Students:

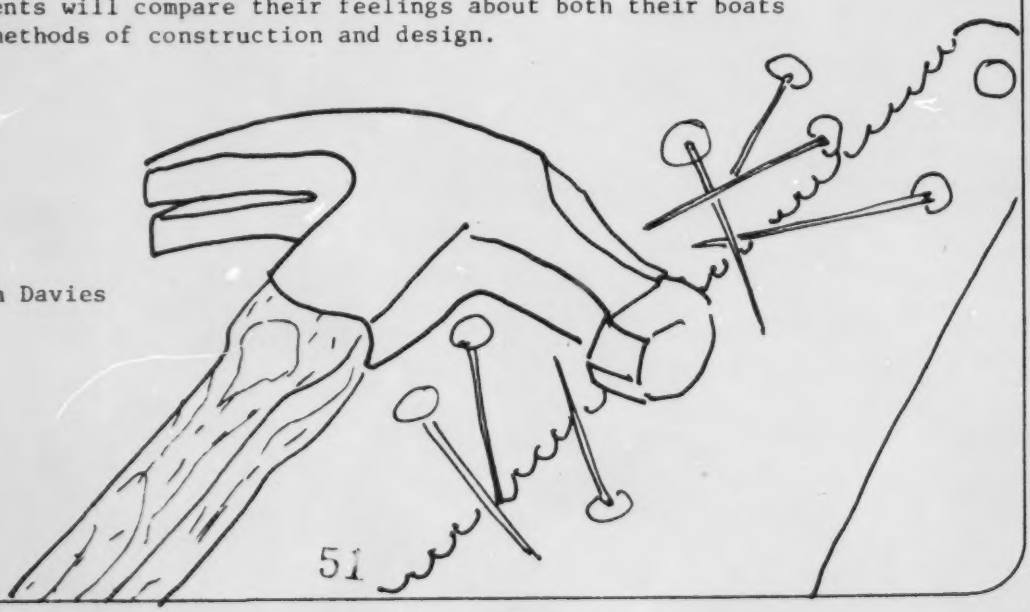
Total Class

Materials:

- ½" plywood
- hammer
- saw
- 8-penny box nails
- Auger with ½" bit
- 2 x 4 boards
- boat pattern (included)
- ½" dowell

Procedures:

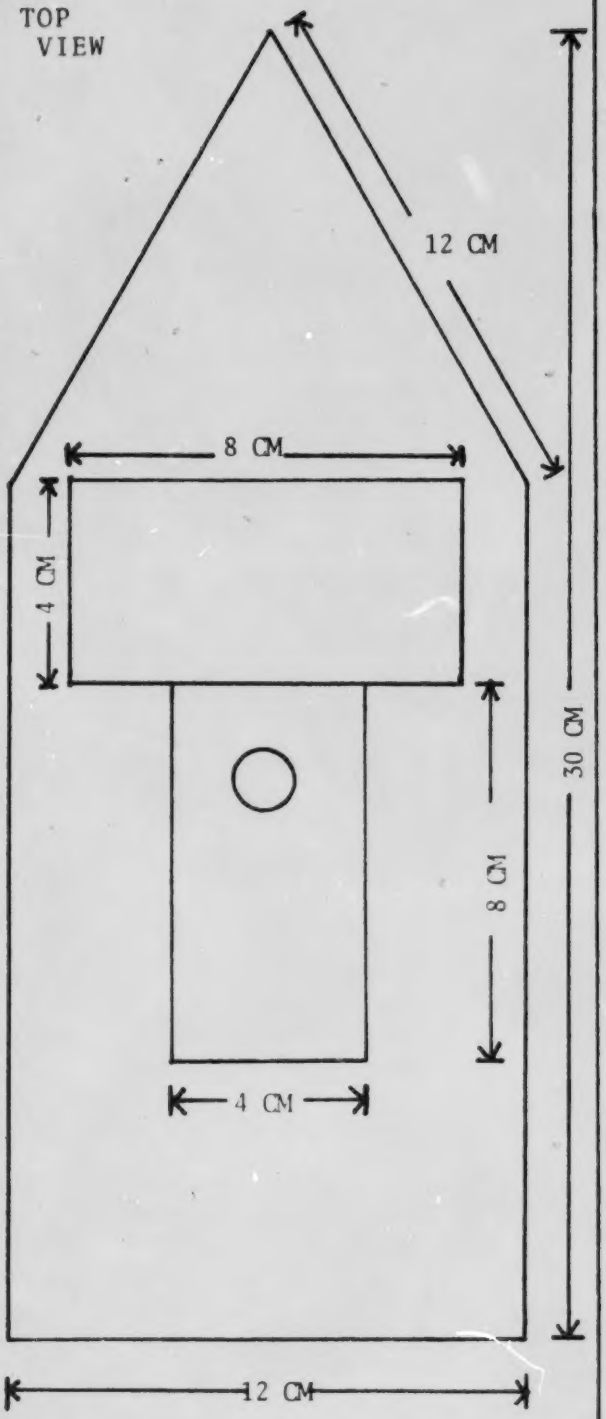
1. The teacher will provide the students with access to tools, materials and directions for building a boat.
2. The students will construct boats either individually or on an assembly line basis.
3. The students can paint, float and discuss boats, as well as describe their feelings about constructing their boats.
4. Allow students to construct a second boat using their own design.
5. The students will compare their feelings about both their boats and the methods of construction and design.



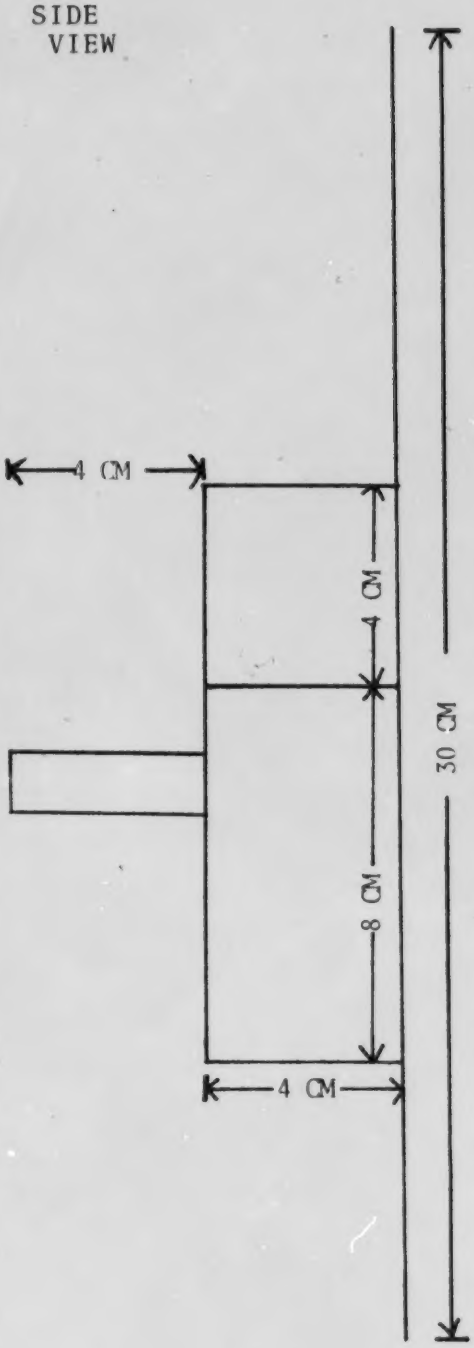
Source: John Davies

ACTIVITY #1

TOP VIEW



SIDE VIEW



P. I. No. 5.2.1

Title: IDENTIFYING AND DESCRIBING TOOLS

Activity 2

Suggested Instructional Goal:

Having selected several tools for display and written a paragraph describing how each tool is used, the student will be able to match tools to corresponding written descriptions of how the tool is used.

Grade Level:
4-6

Subject Matter Area:
Language, Social Studies

Time:
Approximately two 45-minute class periods.

Number of Students:
Small groups or total class

Materials:
A variety of tools (collected by the students)

Procedures:

1. Each student will collect tools and bring them to class.
2. The student will write a paragraph on a 3 x 5 card explaining how the tool is used. (The student should not name the tool in the paragraph.)
3. The students will place all tools in a central location.
4. The teacher will collect the paragraph and construct a number key. (See following page for sample number key.)
   A marker with a number corresponding to a paragraph should be placed in a hat.
5. The students will take turns and draw a number from the hat.
6. The student will read the number and the teacher will read the corresponding paragraph.
7. The student will have a teacher-determined number of seconds to select the tool fitting the description of how the tool is used.
8. If the student is correct, he may keep the tool until the end of the activity.
9. The activity continues for a teacher-determined amount of time.

Source: Duane Altig
Loretta Ness

P. I. No. 5.2.1

Title: IDENTIFYING AND DESCRIBING TOOLS

Activity 2

Procedures Continued:

(SAMPLE)

NUMBER KEY

#	Tool Use Description	#	Tool Use Description
1	I pull and drive nails * (Hammer)		Simply shift the numbering of the descriptions to avoid students memorizing
2	I make grocery lists, sign names, and write essays * (pen)		the number and corresponding tool.
3		1	I pull and drive nails * (Hammer)
4		2	I make grocery lists, sign names and write essays * (pen)
5	* Note: The tool name is included here only for clarification of teachers.	3	
6		4	
7		5	
8		6	
Etc.		Etc.	

P. I. No. 5.2.1

Title: TOOL RUMMY

Activity 3

Suggested Instructional Goal:

Given the opportunity to play either the Tool Match or Tool Rummy card game, the student will be able to recognize demonstrated usages of a variety of common tools.

Grade Level:

4-8

Subject Matter Area:

Social Studies

Time:

Approximately one 45-minute class period

Number of Students:

Two or more students

Materials:

A set of cards, either teacher or student constructed, including pictures of tools and usage of tools from magazines.

60 small file cards for picture backing

Procedures:

1. The teacher or students will construct the cards for the game or students will construct the cards for the game of Tool Match or Tool Rummy. (See samples)

2. The teacher will explain the rules to the students.

3. The students will play the games according to a teacher-determined length of time, or teacher-determined game. (Tool Match or Tool Rummy)

Source: Duane Altig

P. I. No. 5.2.1

Title: TOOL RUMMY

Activity 3

Procedures Continued:

SAMPLE LIST OF

TOOLS

Hammer

Saw

Typewriter

Computer

Truck

Tractor

Boat

Screwdriver

Shovel

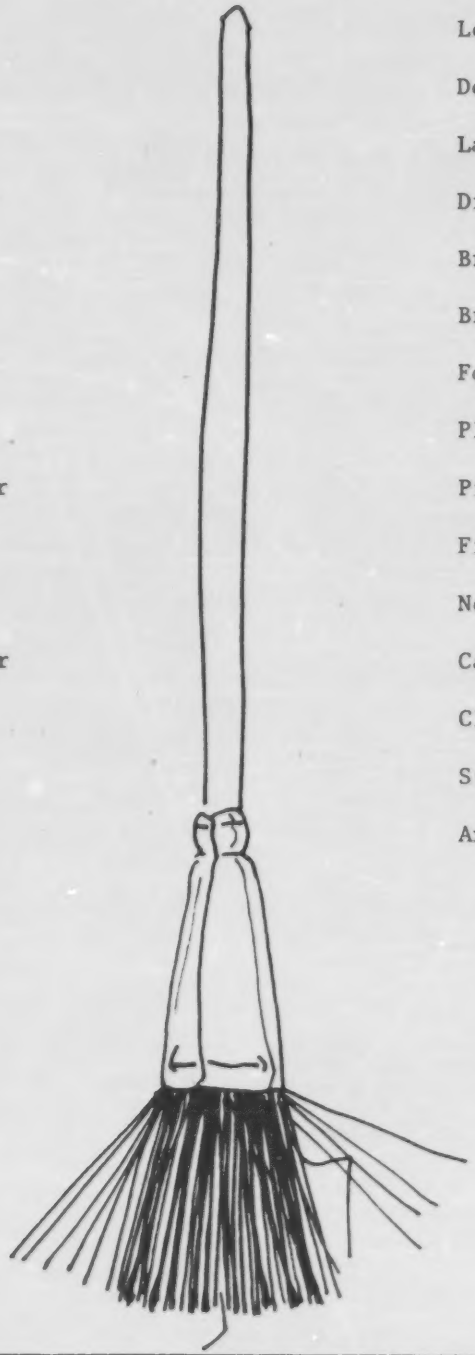
Scissors

Thermometer

Radio

Trowel

Headset



Level

Desk

Ladder

Dictaphone

Brush

Broom

Football

Pliers

Piano

File

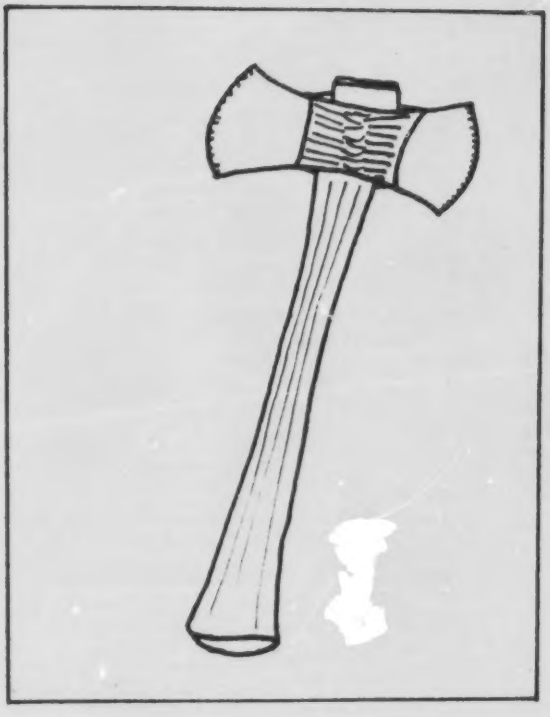
Net

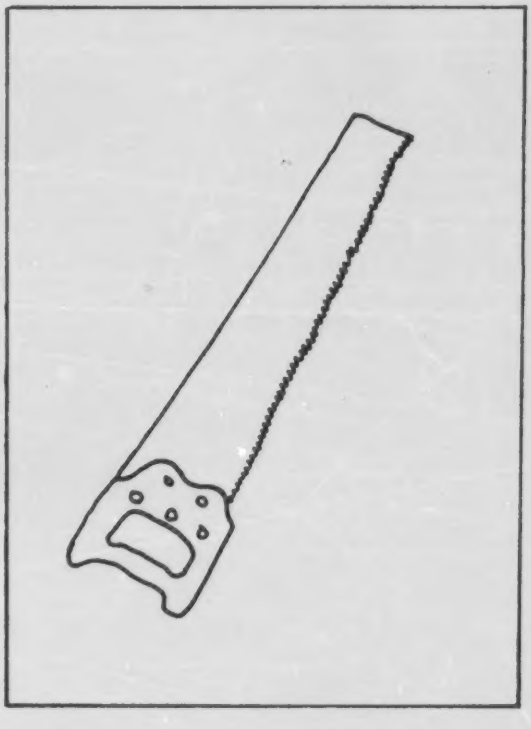
Cash Register

Clothes Press

Stove

Axe





P. I. No. 5.2.1

Title: TOOL RUMMY

Activity 3

Procedures Continued:

RULES FOR TOOL RUMMY

Need:

1. A deck of 60 cards; 15 tool cards and 30 usage cards (2 usage cards for each tool card. See sample list of tool usage card possibilities).

2. Two to Four players.

3. Deal 9 cards to each player (one card at a time).

4. The remainder of the deck is placed face down on the table and the top card is turned face up on the table by the dealer.

Game Objectives:

To match one tool card with two usage cards and to place all matched sets on the table face up at one time. Points are scored: 20 points for going out and minus one point for each card remaining in each other players hand. 100 points wins the game.

5. The first player on the dealer's left begins play with two options:

    1. Drawing from the deck (top card) and then discarding.

    2. Drawing the top card from the discard pile and then discarding.

6. Each player takes his turn.

7. The first player to collect matching sets of tool and usage cards (3 sets of 3 cards) and is able to place all 3 sets on the table and discard one card, wins that hand and is awarded 20 points.

P. I. No. 5.2.1

Title: TOOL RUMMY

Activity 3

Procedures Continued:

GAME RULES

FOR TOOL MATCH

For least difficult level of the game.

1. Deal the cards one at a time until all cards are dealt out.

2. The first player then places a card face up on the table (tool or usage card).

3. Player two then attempts to match the card on the table with one in his hand matching tool card and usage card. If no match is possible, the player will place a card from his hand face up on the table.

4. Player three will then attempt to match one card on the table with one in his hand. If a match is made he will pick up the card on the table and place it with the one from his hand face up on the table so that all other players may see the matched cards. At this time any player who does not feel this is an accurate match may challenge the match. If it is an incorrect match the challenged player must pick up both cards and place them in his hand and also draw another card from the hand of the challenger. If the match is correct the challenger must draw a card from the hand of the player whom he challenged, and the challenged player retains his matched pair.

5. Play continues until one player has used all his cards. This person is then declared the winner.

P. I. No. 5.2.1

Title: TOOL RUMMY

Activity 3

Procedures Continued:

SAMPLE USAGE CARD

To match saw picture with:

1. A carpenter cutting boards.
2. A plumber cutting pipe with a hacksaw.
3. Someone using a chain saw.

SAMPLE USAGE CARD

To match shovel card picture with:

1. A gardner spading a garden
2. Someone shoveling snow.
3. Using a steam shovel to load a truck.

SAMPLE USAGE CARD

To match axe card picture with:

1. Fireman using an axe.
2. Logger chopping down a tree.
3. Someone cutting firewood.

P. I. No. 5.2.1

Title: TOOL RUMMY

Activity 3

Procedures Continued:

SAMPLE LIST OF TOOL USAGE

1. A variety of different tool usages may be used and separate sets used in the game to increase variety and level of difficulty.

PICTURES OF TOOLS IN USE

Tool	Regular	For Variety	To Increase Difficulty
Saw	Carpenter using a handsaw to cut lumber	A meat cutter using a hand meat saw	A cabinet maker using a table saw
Shovel	A gardener spading his garden	A man shoveling snow	A steam shovel loading coal

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.2

The student will be able to understand tools as an extension of the body.

Suggested Performance Indicator 5.2.2

After identifying a variety of tools, the student will be able to describe the relationship between tools and needed skills in a variety of occupations.

Description of Activities

1. Identifying Worker Skills (4-8)
   In this activity students participate in small groups identifying skills needed to make use of a selected tool. The groups present orally to the total group the needed skills, and the class identifies the tool matching the skills' description.

2. Occupational Tic-Tac-Toe (5-6)
   Students play a game similar to tic-tac-toe and learn to identify relationships between tools and needed occupational skills.

3. "I Am A Tool" (4-8)
   An activity where students play "I Am a Tool", a 20 question game. One student identifies a tool. The class may ask twenty yes/no type questions of the student to identify the tool.

P. I. No. 5.2.2

Title: IDENTIFYING WORKER SKILLS

Activity 1

Suggested Instructional Goal:

Given an opportunity to identify skills needed to use certain tools, the student will be able to identify tools using the skill description.

Grade Level:

4-8

Subject Matter Area:

All Areas

Time:

Approx. two 45 minute class periods.

Number of Students:

Total Class

Materials:

Pictures of tools

Procedures:

1. The teacher will collect pictures of tools to use in the activity. (The teacher may wish to mount pictures of tools on tag board.)

2. The class will get into groups of three.

3. Each group will select, at random, a picture of a tool.

4. Each group will meet to determine the skills a person needs to make use of the tool.

   Example: Reading a map, graph, diagram, problem solving, physical skills.

5. Each group will in turn, with all members taking an active part, identify orally to the class skills needed to make use of the tool.* (Teacher may wish to use pantomimes, skits, role playing.)

6. The class will identify, as quickly as possible, the tool described and explain which skills lead to the identification.

* Groups should not use the name of the tool or the name of workers using the tool, only skills needed to make use of the tool in the oral presentation.

P. I. No. 5.2.2

Title: OCCUPATIONAL TIC-TAC-TOE

Activity 2

Suggested Instructional Goal:

Given an opportunity to play the occupation tic-tac-toe game, the student will be able to identify relationships between tools and needed skills.

Grade Level:

5-6

Subject Matter Area:

All Areas

Time:

One 45-minute class period

Number of Students:

Pairs of students

Materials:

Occupational cards and markers (see following pages)*

Procedures:

1. The teacher distributes occupation cards and markers to pairs of students.

2. The teacher will read the rules and decide upon scoring system to use. (Students may want to do this.)

3. The students will play the game.

* Note: This is only a sample activity and the teacher may wish to develop more occupational cards and markers -- or have the students develop their own game sets. (Pictures may be used in place of drawings of tools.)

Source: Duane Altig

P. I. No. 5.2.2

Title: OCCUPATIONAL TIC-TAC-TOE

Activity 2

Procedures Continued:

RULES FOR OCCUPATION

TIC-TAC-TOE

1. Use one occupation card and two sets of identical corresponding markers (one set in each color). (See samples in activity packet)

2. Each student takes a turn and attempts to cover one skill square with the corresponding tool marker. (Alternate turns) Any marker may be played;all markers are face up on the desk.

3. A student wins by getting 3 markers in a row, either vertically, diagonally,or horizontally.

4. For competition among students,variations may be added. For example:

   a. Keep points (1 point for each win). Play to a total of 10 points.

   b. Play as teams, using several cards. All students using same colored markers are a team (total team points wins).

   c. Play speed black-out: Each student tries to cover entire card on a signal from another student. (Most covered squares wins)

(SAMPLE)

OCCUPATION
CARD

PLUMBER

NEEDED SKILLS

TO PUT THREADS ON END OF PIPE	TIGHTEN PIPE	CUT PIPE
DIG TRENCHES	CLEAN CESSPOOLS	BEND PIPE
FLARE COPPER TUBING	UN-STOP DRAINS	MEASURE PIPE

OCCUPATION

TIC-TAC-TOE

OCCUPATION
CARD

CERTIFIED PUBLIC

ACCOUNTANT

NEEDED SKILLS

FIGURE PROBLEMS	COPY MATERIALS	WRITING
STORE TOOLS AND MATERIALS	TYPING	TALKING ON THE PHONE
DICTATE LETTERS	FILES ACCOUNTS	KEEP ACCOUNT RECORDS

OCCUPATION

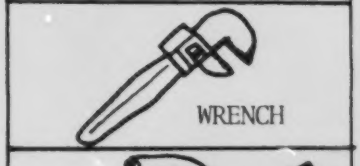
TIC-TAC-TOE

TIC-TAC-TOE MARKERS

DOUBLE THESE AND CUT INTO INDIVIDUAL MARKERS

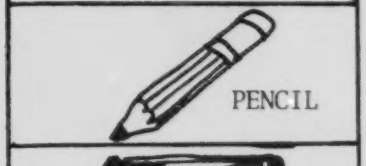
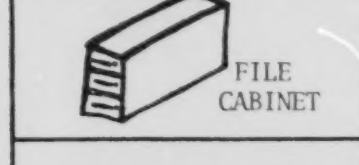
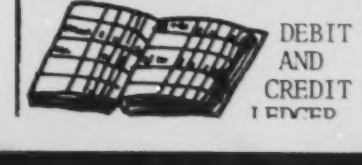
PLUMBER SET

2 SETS
- 9 (RED)
- 9 (BLUE)

HACK SAW	CUT PIPE
 WRENCH	TIGHTEN PIPE
PIPE BENDER	BEND PIPE
TAPE MEASURE	MEASURE PIPE
PUMP	CLEAN CESSPOOLS
TUBE FLARE	FLARE TUBING
SPADE	DIG TRENCHES
ROOTER	UNSTOP DRAINS
PIPE THREADER	PUT THREADS ON PIPE

C.P.A. SET

2 SETS
- 9 (BLUE)
- 9 (RED)

ADDING MACHINE	FIGURING PROBLEMS
 PENCIL	WRITING
TYPE-WRITER	TYPING
TELEPHONE	TALKING ON THE PHONE
XEROX MACHINE	COPYING MATERIALS
DESK	STORAGE
 FILE CABINET	CATALOGING ACCOUNTS
DICTAPHONE	DICTATING LETTERS
 DEBIT AND CREDIT LEDGER	KEEP ACCOUNT RECORDS

P. I. No. 5.2.2

Title: I AM A TOOL

Activity 3

Suggested Instructional Goal:

Given an opportunity to participate in "I am a Tool," a 20 question game, the student will be able to recognize the relationship between tools and needed skills in a variety of occupations.

Grade Level:

4-8

Subject Matter Area:

All Areas

Time:

One 45-minute class period

Number of Students:

7 to 30 students

Materials:

The teacher may wish to construct a means for recording the number of questions asked.

Procedures:

1. The teacher will explain the game and read the rules to the class. (See following pages). The teacher may wish to add reward or competitive aspects to the game.

2. The teacher will arrange the room to facilitate the playing of the game, and may select a moderator, have the class elect a moderator, or assume the role of the moderator.

3. One student will think of a tool and will answer all questions related to the tool. The teacher may stimulate this procedure by suggesting tools.

4. The class will attempt to identify the tool. (It may be best to play the game once and discuss with the class the problems they had in relation to identifying the tool and suggest that, as a group, they develop some questioning techniques.)

5. The class will play the game for a teacher-determined length of time.

Source: Duane Altig
Loretta Ness

P. I. No. 5.2.2

Title: I AM A TOOL

Activity 3

Procedures Continued:

RULES

I AM A TOOL

A 20 Question Game)

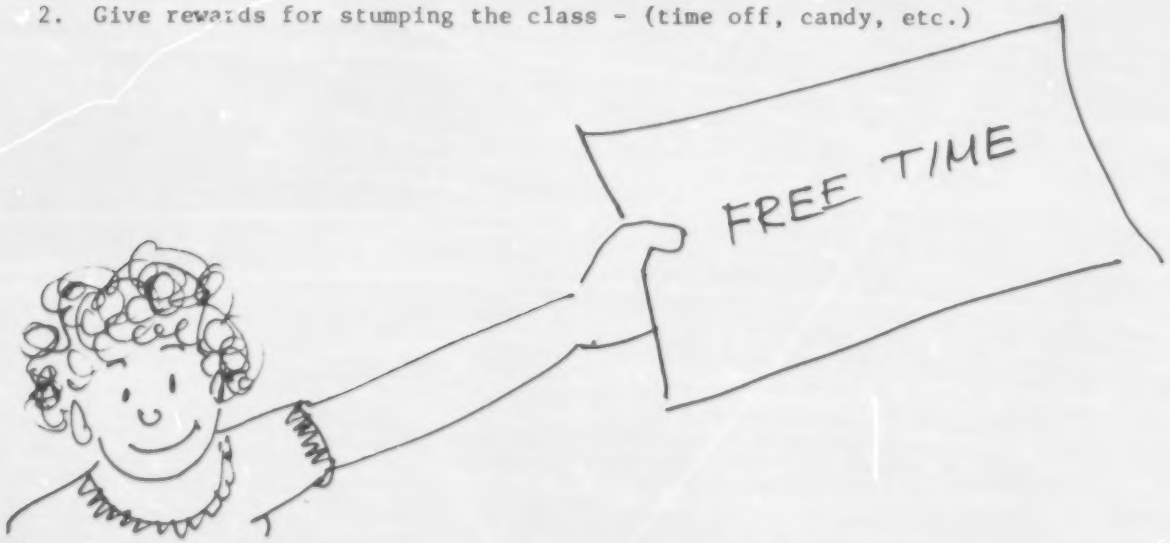
1. Only questions that can be answered yes or no may be used.
2. Total questions are limited to 20.
3. The moderators' decision will be final in relation to all questions whose answers require more than a yes or no answer.
4. A guess is considered a question.
5. The group may consult among its members before asking a question.

- -

SUGGESTIONS FOR IMPROVEMENT

OF THE GAME PARTICIPATION

1. Add competition by creating teams and scoring points based on total number of questions asked.
2. Give rewards for stumping the class - (time off, candy, etc.)



P. I. No. 5.2.2

Title: I AM A TOOL

Activity 3

Procedures Continued:

NOTE TO TEACHER

Suggestions for questioning strategies. (Allow students to develop their strategies by participating in the game -- and then questioning the students about their problems in identifying the tool.)

Students should arrive at some techniques in questioning such as:

1. The tool extends the efficiency of (what part of the body)?
2. Are you a tool which:
   - A. Repairs
   - B. Transmits
   - C. Constructs
   - D. Transports
3. Are you a tool used by - (what classification of worker)?
4. Are you a tool which is composed of more than one part?
5. Are you a tool used -- (indoors or outdoors)?

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.2

The student will be able to understand tools as an extension of the body.

Suggested Performance Indicator 5.2.3

Given the opportunity to explore the concept of technology, the student will be able to relate the development of and need for tools to increase the efficiency of human activities.

Description of Activities

1. Tool Collage (4-6)
   In this activity the student will identify a variety of tools. In small groups the students will determine how tools increase human efficiency by matching tools to a silhouette of a person creating a collage.

2. Game Board Challenge (4-8)
   In this activity the student participates in a challenge activity and identifies how human efficiency is increased by a variety of tools.

3. Tools and Human Activities (4-8)
   In this activity students research tools related to human activities, contract a timeline depicting the chronology of tool development.

P. I. No. 5.2.3

Title: TOOL COLLAGE

Activity 1

Suggested Instructional Goal:

After having identified a variety of tools, the student will be able to participate in a small group activity determining how tools increase human efficiency by matching the tools to a silhouette of a person.

Grade Level:

4-6

Subject Matter Area:

All Areas

Time:

Approx. two 45 minute class periods

Number of Students:

Total class or small groups

Materials:

Magazines for pictures of a variety of tools

Procedures:

1. The class will construct a large silhouette of a person for a bulletin board or display.

2. The class will cut from magazines a variety of tools; e.g., Sears and Wards catalogs.

3. The class will get into small groups.

4. Each group will determine how their tools match the silhouette of the person on the basis of increased human efficiency.

   Example: Microscope-eye, car-feet, hammer-hand, computer-mind, thermometer-sense of touch, etc.

5. Each group will complete the bulletin board or display by placing the pictures of tools on the silhouette according to increased human efficiency creating a collage.

6. The class will discuss the tools in relation to the silhouette of the person.

Source: Duane Altig
Loretta Ness

P. I. No. 5.2.3

Title: GAME BOARD CHALLENGE

Activity 2

Suggested Instructional Goal:

Given the opportunity to participate in the challenge activity, the student will be able to relate tools to increased human efficiency.

Grade Level:

4-8

Subject Matter Area:

All Areas

Time:

Teacher-determined number of 45-minute class periods.

Number of Students:

Small groups (15 students or less)

Materials:

1. Pictures of a variety of tools
2. Game board (enclosed)

Procedures:

1. The teacher will collect pictures of a variety of tools and construct a challenge board. (See following page for sample board.)
2. The teacher explains the activity rules to the class.
3. The teacher determines the number of rounds to be played.

Source: Loretta Ness

P.I. 5.2.3 ACTIVITY #2

GAME BOARD

CHALLENGE

GREEN	BLUE	RED
JANICE	GORDON	LORETTA
LOUIE	ARMAND	KEITH
SANDE	MARY ANN	JOHN
LUCIA	TOM	DUANE

Rules:

1. The activity starts by the student at the bottom of the red column (Duane) challenging anyone above them in the red column. (For example, Duane challenges Loretta.)

2. The teacher displays a picture of a tool.

3. The two students respond by calling out which part of the body efficiency is increased by that tool. (Example: microscope - eye; car - feet; hammer - hand; computer - mind; thermometer - sense of touch.)

4. If Loretta wins Duane stays on the bottom. If Duane wins he is moved to Loretta's position and Loretta is moved to Duane's. Play resumes, John being the next challenger.

5. When the turn of the person at the top of red column (Loretta) occurs, this person may challenge anyone in the blue column or the top position in the green column (Janice).

NOTE: A variation of this activity can be played with students at their desks, challenging one another in a row (or whatever seating arrangement is used).

2.1

P. I. No. 5.2.3

Title: TOOLS AND HUMAN ACTIVITIES

Activity 3

Suggested Instructional Goal:

Given the opportunity to research and brainstorm types of tools related to human activities, the student will be able to construct a timeline depicting the chronology of tool development and will be able to participate in a class discussion relative to the need for developing more efficient tools for human activities.

Grade Level:

4-8

Subject Matter Area:

Social Studies

Time:

Four to five 45 minute class periods

Number of Students:

Entire class

Materials:

1. Sample list of activities and tools (see following page)
2. Materials for construction of timelines (butcher paper, felt pens, magazines, etc.)

Procedures:

1. The teacher will provide students with a list of human activities and a sample of primitive tools used to increase the efficiency of the human activity. (See sample list)

2. The teacher will divide the class into small groups of from three to five students.

3. The students will brainstorm ideas related to one human acitivity and the tools used to increase the efficiency of human activities.

4. The students will research their selected human activity to discover the tools used in the human activity.

5. Each group will develop a timeline (chronological) and will depict in pictures, drawings, etc., the development of tools to increase efficiency of human activities.

6. Each group will display their timeline and explain it to the class.

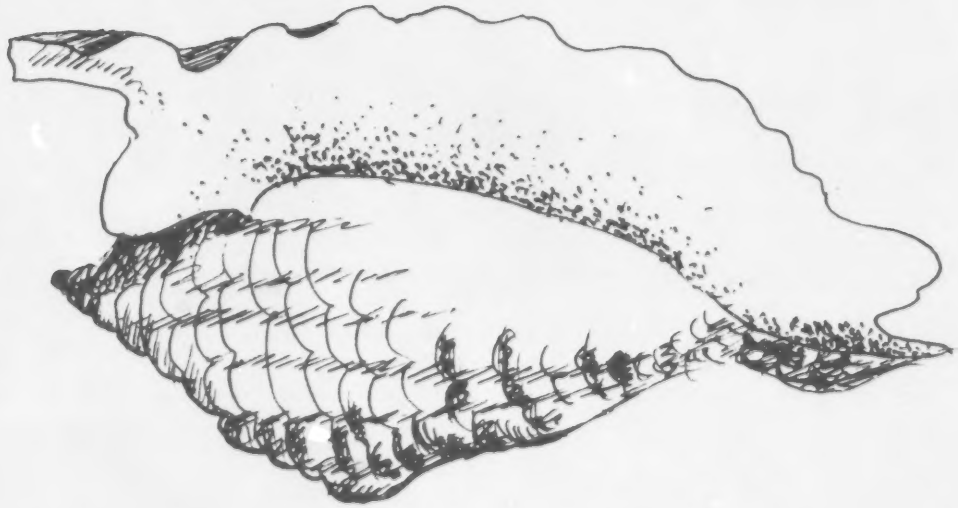
7. The class will discuss each presentation and all the displayed timelines collectively.

Suggestion to teacher -- Attempt to center the discussion of the timeline around why new and more efficient tools are developed over a period of time.

Source: Duane Altig

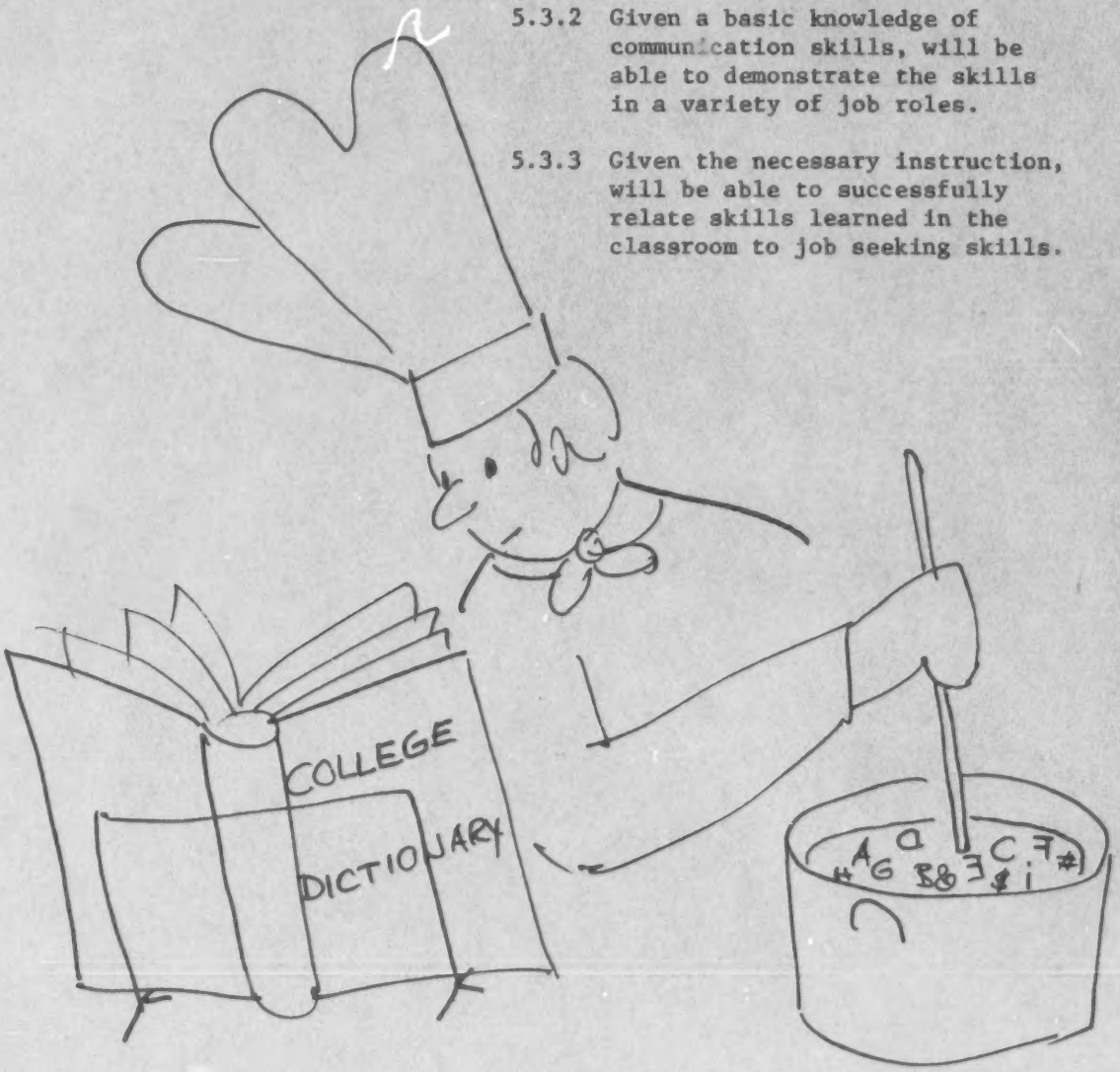
LIST OF HUMAN ACTIVITIES

1. Moving on water . . . . . Log Canoe
2. Signaling . . . . . Conch Shell
3. Seeing. . . . . Hollow Tube
4. Hearing . . . . . Ear Horn
5. Playing . . . . . Sticks, Stones, Bones
6. Thinking. . . . . Tree Blaze
7. Holding . . . . . Pottery
8. Carrying. . . . . Pouch
9. Lifting . . . . . Lever
10. Hauling . . . . . Travois



Program Goal 5. Students will develop physical and mental skills related to occupational roles.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
5.3 Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.	5.3.1 Given an opportunity to make a tentative career choice, will be able to relate occupational skills to classroom skills. 5.3.2 Given a basic knowledge of communication skills, will be able to demonstrate the skills in a variety of job roles. 5.3.3 Given the necessary instruction, will be able to successfully relate skills learned in the classroom to job seeking skills.



Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.3.

The student will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.

Suggested Performance Indicator 5.3.1

Given an opportunity to make a tentative career choice, the student will be able to relate occupational skills to classroom skills.

Description of Activities

1. Job Skills and School Subjects (4-5)
   An art activity in which students show a worker using a skill and identify the school subject in which the skill could be acquired.

2. Job Skills Baseball (6-8)
   A job baseball activity relating occupational skills to those acquired in the classroom.

3. Math Files (7-8)
   An individual activity with a file composed of sample math problems from a variety of occupations from the community.

P. I. No. 5.3.1

Title: JOB SKILLS AND SCHOOL SUBJECTS

Activity 1

Suggested Instructional Goal:

Given the opportunity to draw a picture of a worker using a skill, the student will be able to name the skill and the school subject where that skill was acquired.

Grade Level:

4-5

Subject Matter Area:

All Areas

Time:

One 45-minute period

Number of Students:

Total class or individual

Materials:

Art paper
Crayons

Procedures:

1. The class will discuss skills used in occupations and how these relate to skills acquired in school.
2. Each student will complete an art project in which they draw and color an action picture of a worker using a skill.
3. At the bottom of the picture, each student prints the subject in school in which this skill is learned.
4. Pictures can be displayed in the classroom and students try to identify the skills shown.

Source: Janice Olson

P.I. No. 5.3.1

Title: JOB SKILLS BASEBALL

Activity 2

Suggested Instructional Goal:

Given the opportunity to play Job Skills Baseball, the student will identify, through verbal participation, how occupational skills relate to classroom skills.

Grade Level:

6-8

Subject Matter Area:

All Areas

Time:

Approx. one 45 minute period

Number of Students:

Total class, small groups

Materials:

List of occupational skills compiled by teacher

Procedures:

1. The teacher will divide the room into two teams.
2. Team I has first "bats." Team II is seated, playing the "field."
3. The teacher will give the batter an occupation from a predetermined list.
4. Batter #1 lists as many skills and relates them to the subject matter in which each skill was learned. e.g.,

S	REAL ESTATE SALESMAN		
K	figure percentages	--Math	S
			U
I	write sales ad	--English	B
			J
L	read listings and earnest money receipt	--Reading	E C
L	write contracts	--Penmanship	T

5. For every skill and subject matter mentioned that is correct, the student is allowed to take one base. e.g., if he gets three correct, he gets to third base, etc.
6. A player already on base can advance only when forced to by a team player.
7. When the batter is up, he has the option to reply "strike" to an occupation the teacher gives to which he chooses not to reply. He is only allowed three strikes each time at bat.

Source: Janice Olson, Louie Cava

P. I. No. 5.3.1

Title: MATH FILES

Activity 3

Suggested Instructional Goal:

Given the opportunity to look at sample files of math problems, the student will be able to identify what math is used and needed in different occupations.

Grade Level:

7-8

Subject Matter Area:

Math

Time:

Teacher time outside of class time to gather information.

Number of Students:

Individual

Materials:

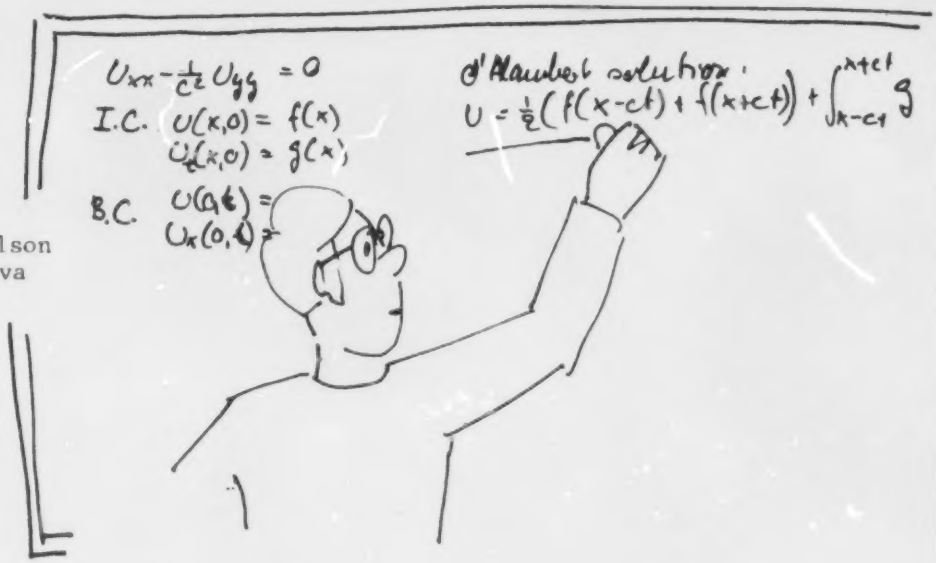
Files

Procedures:

1. The teacher will contact a variety of businesses asking them to put down at least two math problems their workers are confronted with in an average day. Have the employer send this in on his letterhead paper.

2. The teacher will put this in a file for students to use when they question why they must have math to be a mechanic.

3. Other files can be made following the same format for other subjects such as English or Reading



Source: Janice Olson
Louie Cava

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.3

The student will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.

Suggested Performance Indicator 5.3.2

Given a basic knowledge of communication skills, the student will be able to demonstrate the skills in a variety of job roles.

Description of Activities

1. Hearing, Seeing, Drawing (4-8)
   An art activity which stresses good listening as a means of developing a picture.

2. Tele-Trainer Interviews (6-8)
   An activity in which the tele-trainer is used to conduct mock job interviews.

3. Sell Your Home (6-8)
   A writing activity in which a student uses key descriptive words to advertise a house for sale.

P.I. No. 5.3.2

Title: HEARING, SEEING, DRAWING

Activity 1

Suggested Instructional Goal:

Given the opportunity to listen to directions from the teacher, the student will be able to complete a picture.

Grade Level:
4-8

Subject Matter Area:
All Areas

Time:
One 45-minute class period

Number of Students:
Total class

Materials:
Set of instructions teacher develops
Art paper
Pencil or crayon

Procedures:

1. Each student will have a piece of art paper.

2. The teacher will give directions of things the students are to draw.

3. The directions will be given a sentence at a time involving two or three directives.

   Example: Draw a fence across the center of your paper that is made of two rails and has an orange gate with a gray squirrel sitting on it.

4. The teacher continues to give instructions until the picture has all the items necessary to complete it (possibly four or five sentences).

5. As the student soon learns, it is easier to remember if he pictures in his mind what the teacher is saying.

6. Most students, after practice will develop their listening skills to be able to handle ten to fifteen items at a time.

7. Subsequent lessons could be:
   1. 4 to 5 directions at a time
   2. 6 to 8
   3. 9 to 10
   4. 10 to 15

Source: Janice Olson
Louie Cava

P. I. No. 5.3.2

Title: TELE TRAINER INTERVIEW

Activity 2

Suggested Instructional Goal:

Given the opportunity to use the Tele Trainer, the student will be able to participate in a simulated job interview.

Grade Level:

6-8

Subject Matter Area:

Language Arts, Social Studies, Guidance

Time:

Four 45-minute class periods

Number of Students:

Total class

Materials:

Tele Trainer from Pacific Northwest Bell or County I.E.D.

Procedures:

1. Teacher will make arrangements for the Tele Trainer. If your school district does not have one it can be acquired by contacting Pacific Northwest Bell or your I.E.D. center.

2. The Tele Trainer should be set up with one phone in the hall and the other phone positioned at the far end of the room so the speaker will have his back to the class.

3. Another student can run the controls to the phones.

4. The students get in pairs, with one person being the employer and the other the job applicant. These pairs can make plans for their interviews. They will then take turns applying for a job on the phone.

5. To start, these jobs should be kept in areas in which they can now work; e.g., lawn mowing, baby sitting, car washing, dog sitting, etc. As the students become more knowledgeable with this task, the teacher can assign the roles students will have. The students, given only a few minutes to plan, must then carry out the interview.

6. The other students can list and discuss the good points of each interview.

7. The manual that accompanies the Tele Trainer gives additional suggestions for the use of the phones.

Source: Janice Olson
Louie Cava

P.I. No. 5.3.2

Title: SELL YOUR HOME

Activity 3

Suggested Instructional Goal:

Given the opportunity to advertise a house for sale, the student will be able to write an advertisement using key descriptive words.

Grade Level:

6-8

Subject Matter Area:

Language Arts, Social Studies

Time:

Two 45-minute class periods.

Number of Students:

Total class

Materials:

Butcher paper for bulletin board

Procedures:

1. The teacher will give students an assignment on "writing an ad" to sell their homes.

2. The students are to try to describe, as best they can, all the features of this house as if it were to go in the newspaper or on TV.

3. The students will then place their ads on the bulletin board for the newspaper, or give an oral presentation of the ad, if it is for TV.

4. The students can select the three top "newspaper" ads and the three top "TV" ads that would fit their needs if they were buyers.

5. The teacher and students will discuss how important it is to communicate properly what you want to say.

6. Additional suggestions for follow-up:

   A. After writing the ad, rewrite the same ad using a maximum of 15 words.

   B. Same as above, only this time a maximum of 10 words.

   C. TV ads could be written to fill 60, 30,or 15 seconds of time.

   D. Write an ad selling some personal property; e.g., bicycle, motorcycle, ice skates, etc.

   E. Call a local newspaper and ask how much it would actually cost to place the ad in the paper.

Source: Louie Cava, Janice Olson

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.3

The student will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.

Suggested Performance Indicator 5.3.3

Given the necessary instruction, the student will be able to successfully relate skills learned in the classroom to job seeking skills.

Description of Activities

1. Home Jobs (4-6)
   An activity where students apply for a home job and both parents and students evaluate performance.

2. Simulated Interviews (6-8)
   An activity where students engage in simulated interviews to apply for jobs.

3. Help Wanted Ads (7-8)
   An activity where students use the "Help Wanted" section of a newspaper to fill out a work sheet.

P. I. No. 5.3.3

Title: HOME JOBS

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in a home-work experience, the student will be able to evaluate his work experience through student and parent evaluation forms.

Grade Level:

4-6

Subject Matter Area:

Language Arts, Guidance

Time:

Two weeks of outside class time. Two 40-minute class periods.

Number of Students:

Total class or individual

Materials:

Student copies of job application form (enclosed)
Student copies of parents' form (enclosed)
Student copies of students' form (enclosed)
Teacher made letter to parents explaining the activity.

Procedures:

1. The students will apply for a job in their home using the enclosed "home job application form."

2. The students must perform two jobs during a two-week cycle.

   1st week an unpaid job.

   2nd week a paid job, amount negotiated between parent and child.

3. Job suggestions -- housekeeping chores, washing cars, baby sitting, cutting grass and garden jobs, taking out garbage, etc.

4. The students will fill out a student evaluation form for each task they do and have their parents fill out the enclosed evaluation form after the work has been completed.

5. Suggested follow-up activities -- Students may want to continue work experiences on their own with their parents or a neighbor in the community.

Source: Louis Cava
Janice Olson

P.I. 5.3.3 ACTIVITY #1

HOME JOB APPLICATION FORM

Name _____

Address _____
Street City State

Phone _____

Date of Birth _____

Job Applied For _____

Length of Employment _____

Brief Job Description _____

_____

_____

_____

_____

_____

_____

PARENTS EVALUATION FORM

1. Do you feel you gave clear instructions? Yes ____ No ____

2. Do you feel your child assumed full responsibility for the job? Yes ____ No ____

3. Were you satisfied with the job performed? Yes ____ No ____

4. Did your child learn anything from this work experience?

_____

_____

_____

_____

_____

_____

_____

5. Please feel free to add any additional comments that you may have.

_____

_____

_____

_____

_____

_____

_____

STUDENT EVALUATION FORM

1. Did you like your job? Yes ____ No ____
2. Did you understand directions? Yes ____ No ____
3. Did you do your best? Yes ____ No ____
4. Were your parents happy with your job? Yes ____ No ____
5. Would you like to do this job again? Yes ____ No ____
6. How did you feel having a job? Very Good ____ Good ____ Not so Good ____
7. Did you give yourself plenty of time to complete your job? Yes ____ No ____
8. Feel free to add any additional comments about your work experience.

P.I. No. 5.3.3

Title: SIMULATED INTERVIEWS

Activity 2

Suggested Instructional Goal:

Given the opportunity to apply for a fictitious job, the student will, through a simulated interview, realize the necessary steps in a correct interview.

Grade Level:

6-8

Subject Matter Area:

Language Arts

Time:

Approximately three 45-minute class periods.

Number of Students:

Total class

Materials:

Community resource people
Video tape machine

Procedures:

1. The class identifies the characteristics of a good interview.
2. The students divide into pairs and interview each other for jobs.
3. After the students feel comfortable with this, a video tape machine can be brought in and used to record interviews.
4. Some business men from the community can be used to conduct an interview.
5. The class evaluates student interviews. Good characteristics and bad characteristics can be discussed.

Source: Louis Cava
Janice Olson

P. I. No. 5.3.3

Title: HELP WANTED ADS

Activity 3

Suggested Instructional Goal:

Given the opportunity to fill out an activity sheet, the student will be able to determine, through using the help wanted section of the newspaper, the availability and qualifications for certain jobs.

Grade Level:

6-8

Subject Matter Area:

Language Arts

Time:

Three 45-minute class periods.

Number of Students:

Individual or Total class

Materials:

Copy of activity sheet (enclosed)
Newspapers

Procedures:

1. The teacher shows students how to locate the "help wanted" section of a newspaper.

2. The students, using an activity sheet (enclosed), research the "help wanted" section of their local newspaper.

3. The students should complete three activity sheets on three different papers. e.g., *The Oregonian, Oregon Journal, Grants Pass Courier.*

4. The students can discuss the type of jobs that are available in different communities and discuss skills that are required for the jobs that they saw listed.

5. Suggested follow-up activity -- students can do more research on number 7, page two of activity sheet.

P. I. No. 5.3.3

Title: HELP WANTED ADS

Activity 3

Procedures Continued:

Using Help Wanted for Career Information

6. Check skills and qualifications, other than education and training, that are needed in job hunting.

	Yes	No
1. Being able to write a letter of application	___	___
2. Being able to write a resume	___	___
3. Telephone "know how" for appointments	___	___
4. Handling a successful interview	___	___
5. Neat appearance	___	___
6. Good credit rating	___	___
7. Ambition	___	___
8. Like and get along well with people	___	___
9. Other _____		
10. Other _____		

7. Name one occupation that sounds interesting but is completely unfamiliar to you.

_____

* Students may have to research jobs found in "help wanted" section by referring to Occupational Outlook Handbook, Dictionary of Occupational Titles, or Career Information Service.

Source: Louis Cava
Janice Olson

ACTIVITY SHEET

Turn to the Help Wanted Male/Female in the classified section of the newspaper.

Answer the following questions:

1. Does the newspaper assume any responsibility for keeping help wanted ads truthful and not misleading? _____

2. If you can investigate a job and find that salary or working conditions are not as advertised, what should you do? _____

   _____

3. List by title, 10 occupations that are available in the help wanted section.

   1. _____ 6. _____
   2. _____ 7. _____
   3. _____ 8. _____
   4. _____ 9. _____
   5. _____ 10. _____

4. Reac the ads. List skills, training or experience required by employers. (Don't overlook qualifications such as responsibility, ability to work with people, ambition.)

   1. _____ 3. _____
   2. _____ 4. _____

5. What benefits to the employee (other than salary) are stated?

   1. _____
   2. _____
   3. _____
   4. _____

6. How many jobs did you find that you think requires training beyond high school? Name them.

   _____

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

	(high) 1	2	3	4	5 (low)
Student response					
Appropriateness to Grade level	1	2	3	4	5
Appropriateness of Activity Procedures	1	2	3	4	5
Appropriateness to student background	1	2	3	4	5

Suggestions_____

_____

_____

_____

_____

_____

Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

	(high) 1	2	3	4	5 (low)
Student response					
Appropriateness to Grade level	1	2	3	4	5
Appropriateness of Activity Procedures	1	2	3	4	5
Appropriateness to student background	1	2	3	4	5

Suggestions_____

_____

_____

_____

_____

_____

Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

(high) 1 2 3 4 5 (low)

Student response

Appropriateness to Grade level

1 2 3 4 5

Appropriateness of Activity Procedures

1 2 3 4 5

Appropriateness to student background

1 2 3 4 5

Suggestions_____

_____

_____

_____

_____

_____

Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310